DOCUMENT RESUME

ED 347 439 CG 024 367

AUTHOR Barrs, Steve; And Others
TITLE You and Your Friends. A Teacher's Guide and A Student Notebook. Revised.
INSTITUTION Northwest Territories Dept. of Education, Yellowknife.
PUB DATE 87
NOTE 94p.
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Foreign Countries; *Friendship; *Interpersonal Competence; *Peer Acceptance; *Peer Relationship
IDENTIFIERS Canada

ABSTRACT

The teacher's guide presents a set of seven lessons designed to help students understand friendship and peer relationships. The lessons focus on: (1) the desire to feel loved and accepted; (2) behaviors designed to gain acceptance from others; (3) ways that other people may use one's need for acceptance to influence one's behavior; (4) the possibility of not being accepted, regardless of one's behavior; (5) the difference between being truly accepted and being accepted only because of one's behavior; (6) the importance of one's choice of friends; and (7) being one's own best friend and accepting oneself. The student notebook allows students the opportunity to provide written responses to activities and scenarios presented in each of the lessons. Students are encouraged to evaluate the actions of characters in scenarios; to evaluate their own actions and behaviors; to understand when and how they are being influenced by others to behave in certain ways; and to weigh the consequences of their actions. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Crane

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED347439

CG024367

YOU AND YOUR FRIENDS

A TEACHER'S GUIDE

BEST COPY AVAILABLE

YOU AND YOUR FRIENDS

DEVELOPED BY STEVE BARRS AND CAROLA LANE, VALUES EDUCATION CONSULTANTS
AND LOUIS QUILDON, TEACHER

WITH THE ASSISTANCE OF TEACHERS: DOUG BAKER, LINDA DEACHMAN
AND WANDA HONDA

THE HAMILTON BOARD OF EDUCATION

GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE

FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. SECTIONS ENTITLED ENGLISH VOCABULARY, ENGLISH SENTENCE PATTERNS, AND LANGUAGE PRACTICE HAVE BEEN ADDED TO THE ORIGINAL VERSION, TO REFLECT THE NEEDS OF THE MAJORITY OF NWT STUDENTS WHO ARE ENGLISH-AS-A-SECOND LANGUAGE LEARNERS. THE SECTION ENTITLED CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE IS AN ADAPTATION OF ONE OF SEVERAL METHODOLOGIES SUGGESTED IN THE ORIGINAL TEACHER'S GUIDE. FOR ESL STUDENTS IT WAS CONSIDERED APPROPRIATE TO FOCUS ON ONLY ONE METHODOLOGY, INCORPORATING THE NECESSARY LANGUAGE DEVELOPMENT EXERCISES INTO THE METHODOLOGY. EVERY ATTEMPT HAS BEEN MADE TO ENSURE THAT THE MATERIALS ARE FREE OF BIAS, PREJUDICE OR DESCRIMINATION OF ANY NATURE.

REVISION BY:
KATHLEEN E. PURCHASE
RESEARCH WRITER

LANGUAGE DEVELOPMENT EDITOR:
CATHY MCGREGOR

ORIGINAL GRAPHICS REPLACED WITH
APPROPRIATE NORTHERN ILLUSTRATIONS BY:
FRANCIS MERCREDI

EDITOR:
BARBARA HALL
PROGRAM SPECIALIST, ALTERNATIVE PROGRAMS

ALTERNATIVE SCHOOL PROGRAMS
DEPARTMENT OF EDUCATION
GOVERNMENT OF THE NWT
1987

CONTENTS

AIM, RATIONALE, CONTEXT	PAGE	1
THE LANGUAGE DEVELOPMENT APPROACH	PAGE	2
BEFORE TEACHING THIS UNIT	PAGE	4
GUIDELINES FOR EVALUATION	PAGE	6
UNIT EVALUATION CHECKLIST	PAGE	9
POINTS TO CONSIDER	PAGE	11
RULES OF BRAINSTORMING	PAGE	12
ARRANGING FOR SPEAKERS	PAGE	13
FEELINGS VOCABULARY	PAGE	14
CATEGORIZED FEELINGS VOCABULARY	PAGE	15
CREATING A CLASSROOM ATMOSPHERE CONDUCIVE TO TEACHING THIS UNIT	PAGE	16
TIMELINE FOR IMPLEMENTATION	PAGE	17
LIST OF RESOURCES FOR THIS UNIT	PAGE	18
YOU AND YOUR FRIENDS ATTITUDINAL SURVEY (PRE-TEST)	PAGE	19
YOU AND YOUR FRIENDS ATTITUDINAL SURVEY (POST-TEST)	PAGE	21

LESSON NUMBER	KEY IDEA		
#1	EVERYONE WANTS TO FEEL LOVED AND ACCEPTED	PAGE	23
#2	SOMETIMES WE ACT IN A PARTICULAR WAY TO BE ACCEPTED BY OTHERS	PAGE	28
#3	SOMETIMES PEOPLE USE OUR NEED TO BE ACCEPTED TO MAKE US BEHAVE A CERTAIN WAY	PAGE	34
#4	PEOPLE MIGHT NOT ACCEPT US EVEN IF WE DO WHAT WE THINK THEY WANT US TO	PAGE	38
#5	PEOPLE WHO ACCEPT US ONLY BECAUSE WE DO WHAT THEY WANT US TO DON'T REALLY ACCEPT US	PAGE	42
#6	OUR CHOICE OF FRIENDS IS VERY IMPORTANT	PAGE	48
#7	YOU ARE YOUR OWN BEST FRIEND. YOU HAVE TO LIVE WITH AND ACCEPT YOURSELF	PAGE	54

AIM:

1) TO DEVELOP IN STUDENTS:

-AN UNDERSTANDING OF IDEAS AND CONCEPTS RELATED TO "ACCEPTANCE", FRIENDSHIP, AND "PEER PRESSURE"
-AN AWARENESS OF THE INFLUENCE OTHERS CAN HAVE ON AN INDIVIDUAL
-THE ABILITY TO UTILIZE SKILLS INVOLVED IN THE DECISION-MAKING PROCESS
-A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS

2) TO REINFORCE THE LANGUAGE THAT THE STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THIS TOPIC

RATIONALE:

EVERYONE WANTS TO BELONG, TO HAVE FRIENDS, TO FEEL WANTED, ACCEPTED AND NEEDED. AS CHILDREN DEVELOP INTO RESPONSIBLE CITIZENS, THEY MOVE FROM A "ME" ORIENTATION TO A "ME AND OTHERS" ORIENTATION. AT THIS STAGE THEY ARE SOMETIMES SO CONCERNED WITH BEING ACCEPTED AND HAVING FRIENDS, THAT THEY ALLOW OTHERS TO USE THEIR NEED FOR ACCEPTANCE IN WAYS WHICH OFTEN PRODUCE NEGATIVE CONSEQUENCES. THEY ARE BLINDED TO THE FACT THAT DESTRUCTIVE "PEER PRESSURE" TACTICS ARE BEING USED TO COERCE THEM INTO PARTICIPATING IN IRRESPONSIBLE ACTS SUCH AS VANDALISM, SHOPLIFTING, DRUG ABUSE .... PARTICIPATION IN SUCH ACTS OFTEN RESULTS IN LOST OPPORTUNITIES FOR PERSONAL GROWTH, TRUE FRIENDSHIP, RESPONSIBLE FAMILY MEMBERSHIP AND CITIZENSHIP. THEREFORE, IT IS OF THE UTMOST IMPORTANCE THAT STUDENTS UNDERSTAND THE CONCEPTS OF ACCEPTANCE, FRIENDSHIP AND "PEER PRESSURE" IN ORDER THAT THEY MAY EVALUATE THEIR RELATIONSHIPS WITH OTHERS AND MAKE DECISIONS WHICH ARE CONSISTENT WITH RESPONSIBLE ACTIONS AND GOOD CITIZENSHIP.

CONTEXT:

THIS UNIT IS DESIGNED FOR ALTERNATIVE PROGRAMS AT A GRADE LEVEL OF APPROXIMATELY GRADE 4-6. IT WOULD BE MOST APPROPRIATELY USED AS A PART OF CAREER AND LIFE MANAGEMENT. IT USES THE LANGUAGE DEVELOPMENT APPROACH. THE NORTHWEST TERRITORIES DEPARTMENT OF EDUCATION ADVOCATES USE OF THE LANGUAGE DEVELOPMENT APPROACH WITH ALL PROGRAMS. IN ORDER FOR STUDENTS TO UNDERSTAND AND COMMUNICATE ABOUT THE TOPICS THEY ARE STUDYING, THEY MUST HAVE INTERNALIZED THE VOCABULARY AND SENTENCE PATTERNS RELATED TO EACH CONCEPT. SUCCESS WITH THE PROGRAM MAY NOT BE POSSIBLE FOR MANY STUDENTS WITHOUT THIS ATTENTION TO LANGUAGE. THE TEACHER CONDUCTING THIS UNIT MUST MAKE THE FINAL DECISION ABOUT WHICH VOCABULARY AND SENTENCE PATTERNS ARE MOST RELEVANT FOR HIS/HER STUDENTS AND ADJUST EACH LESSON APPROPRIATELY.

THE LANGUAGE DEVELOPMENT APPROACH

THE LANGUAGE DEVELOPMENT APPROACH IS A SET OF PRINCIPLES ABOUT LANGUAGE TEACHING AND A LESSON FRAMEWORK WHICH COMBINES THE TEACHING OF CONCEPTS WITH THE LANGUAGE STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THE CONCEPTS.

THE PRINCIPLES

1. STUDENTS NEED TO HAVE THEIR EXPERIENCES, SKILLS, KNOWLEDGE, AND PARTICULARLY, THE LANGUAGE THEY BRING TO SCHOOL IDENTIFIED AND USED AS THE BASIS FOR THE SCHOOL LANGUAGE PROGRAM.

2. STUDENTS NEED TO LEARN TO ARTICULATE FOR THEMSELVES AND TO COMMUNICATE THEIR THOUGHTS, FEELINGS, NEEDS, OPINIONS, AND INTENTIONS FOR A VARIETY OF PURPOSES IN MANY DIFFERENT COMMUNICATION CONTEXTS. THEY NEED TO BE ABLE TO UNDERSTAND, LEARN FROM AND RESPOND TO THE COMMUNICATION OF OTHERS.

3. ESL/ESD STUDENTS NEED TO SPEND MORE TIME LEARNING TO SPEAK ENGLISH THAN THEY DO LEARNING ABOUT ENGLISH.

4. STUDENTS NEED TO LEARN LANGUAGE, BUT THEY ALSO USE LANGUAGE TO LEARN.

5. STUDENTS NEED TO LEARN LANGUAGE THAT IS MEANINGFUL.

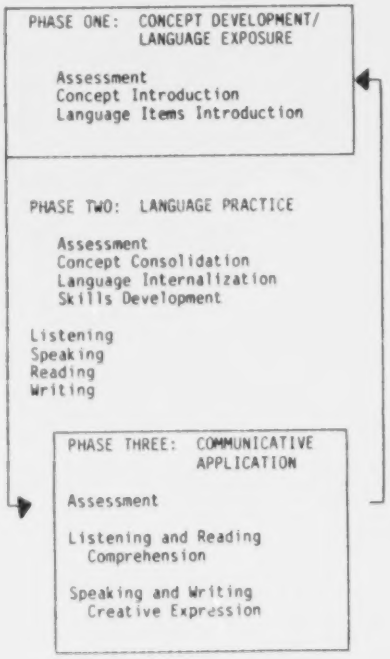
6. STUDENTS NEED TO LEARN TO DEVELOP THEIR THINKING SKILLS AND TO ENGAGE IN MORE ABSTRACT LEVELS OF THOUGHT AS THEY MATURE.

7. STUDENTS NEED TO PARTICIPATE IN LANGUAGE ACTIVITIES THAT INTEGRATE THE LANGUAGE STRANDS OF LISTENING, SPEAKING, READING, AND WRITING.

8. STUDENTS NEED TO LEARN "REAL" LANGUAGE AND HOW TO USE IT IN THE NATURAL SITUATIONS IN WHICH IT IS REQUIRED.

LANGUAGE DEVELOPMENT APPROACH (CONT'D)

LANGUAGE DEVELOPMENT FRAMEWORK
(Based on the work of Jim MacDiarmid
Adapted by B. Pugh and C. McGregor)



THE FRAMEWORK

THE LANGUAGE DEVELOPMENT APPROACH USES THIS FRAMEWORK TO STRUCTURE LESSONS COMBINING LANGUAGE LEARNING AND CONCEPTUAL DEVELOPMENT FOR ALL SUBJECT AREAS OR FOR ANY TOPICS OF PERSONAL OR CULTURAL RELEVANCE AND INTEREST. THE FRAMEWORK CONSISTS OF THREE PHASES:

1. CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE
2. LANGUAGE PRACTICE
3. COMMUNICATIVE APPLICATION

INTELLECTUAL SKILLS

Perceiving
Retrieving
Recalling
Matching
Sequencing
Classifying
Comparing/Contrasting
Generalizing
Inferring
Predicting
Interpreting
Hypothesizing
Imagining
Applying
Analyzing
Synthesizing
Evaluating

THE PURPOSE OF EACH PHASE IS TO:

PHASE ONE: CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE (CD/LE)

-TEACH NEW CONCEPTS THROUGH MEANINGFUL DIRECT/INDIRECT EXPERIENCES
-EXPOSE STUDENTS TO LANGUAGE ITEMS USED TO EXPRESS CONCEPTS IN THE APPROPRIATE CONTEXT

PHASE TWO: LANGUAGE PRACTICE (LP)

-REINFORCE LANGUAGE ITEMS SO THAT STUDENTS INTERNALIZE THEM
-DEVELOP LISTENING, SPEAKING, READING AND WRITING SKILLS

PHASE THREE: COMMUNICATIVE APPLICATION (APP)

-PROVIDE OPPORTUNITIES FOR STUDENTS TO SHOW THEY UNDERSTAND THE CONCEPTS AND CAN USE LANGUAGE ITEMS
-ASSESS LEARNING WHICH HAS TAKEN PLACE

DURING EACH PHASE STUDENTS ALSO DEVELOP AND USE THE BASIC THINKING SKILLS.

THE FRAMEWORK IS INTENDED TO BE FLEXIBLE AND SHOULD BE ADAPTED TO EACH TOPIC AND GROUP OF STUDENTS. FOR EXAMPLE, IN THE LESSONS IN THIS UNIT CD/LE AND LP PHASES HAVE BEEN COMBINED.

BEFORE TEACHING THIS UNIT

READ THE TEACHER'S GUIDE AND STUDENT NOTEBOOK THOROUGHLY, MAKING SURE YOU UNDERSTAND THE OBJECTIVES OF EACH LESSON AND THE MANNER IN WHICH THE OBJECTIVES ARE CARRIED OUT, APPLIED AND EVALUATED.

DETERMINE WHETHER THE ACTIVITIES SUGGESTED ARE FEASIBLE FOR YOUR STUDENTS. IF SOME ARE NOT, CREATE ALTERNATE ACTIVITIES MAKING SURE THEY FULLFIL THE LESSON OBJECTIVES. MAKE PROVISIONS FOR THE APPLICATION AND EVALUATION OF LEARNED CONCEPTS.

NOTE: IN MANY CASES, THE APPLICATION ACTIVITIES FURTHER TEST LEARNED CONCEPTS.

IF POSSIBLE, WORK WITH OTHER COP/SPP TEACHERS IN ORDER TO:

- -ACQUIRE MORE INFORMATION ABOUT "PEER PRESSURE" TACTICS, NEGATIVE PEER GROUPS AND THE KINDS OF FRIENDSHIPS WHICH ARE BEING ESTABLISHED WITHIN THE CLASSROOM/SCHOOL.
- -DEVELOP A SHORT TERM AND A LONG RANGE PLAN FOR THE USE OF THE UNIT, ANTICIPATING POSSIBLE AND NEEDED STEPS, RESOURCES, AND EVENTS DESIGNED TO BEST MEET STUDENT NEEDS.

NOTE: THERE ARE SEVERAL WAYS TO IMPLEMENT THE PROGRAM DEPENDING ON WHETHER IT IS A SHORT RANGE OR LONG RANGE UNIT AND DEPENDING ON THE NUMBER AND VARIETY OF APPLICATION ACTIVITIES CHOSEN.

"SHORT RANGE" PLANNING WITH DAILY EXPOSURE AND LIMITED USE OF APPLICATION ACTIVITIES, TO BE COMPLETED WITHIN A MONTH. THIS INTENSIVE APPROACH APPEARS EFFICIENT BUT IT MAY BE DIFFICULT TO CHANGE ATTITUDES AND BEHAVIOURS IN SUCH A SHORT TIME.

"LONG RANGE" PLANNING BY TERM. COMPLETE THE UNIT AS SUGGESTED IN THE "SHORT RANGE" PLAN IN THE FIRST TERM. USING VARIOUS APPLICATION ACTIVITIES, REINFORCE MAIN CONCEPTS IN SECOND AND THIRD TERMS. REMEMBER SUCH A PLAN SHOULD GIVE STUDENTS A GREAT DEAL OF VARIETY IN ACTIVITIES THEREBY KEEPING INTEREST HIGH. ALTERED VERSIONS OF THE EVALUATION SHEETS FOR EACH LESSON AND LESSON OBJECTIVES CHECKLIST COULD BE USED TO MEASURE STUDENT PROGRESS ON AN ONGOING BASIS. WHEN SITUATIONS OCCUR IN WHICH LEARNED CONCEPTS ARE NOT BEING APPLIED THE OPPORUNITY SHOULD BE SEIZED TO REINFORCE THE POSITIVE ATTITUDES PROMOTED IN THE UNIT. THIS MIGHT BE ACCOMPLISHED BY SELECTING APPROPRIATE APPLICATION ACTIVITIES OR CREATING NEW LESSONS AND MATERIALS WHICH DEAL MORE SPECIFICALLY WITH THE SITUATION.

-SHARE THE RESPONSIBILITY FOR GATHERING RESOURCES (I.E., ORDERING KITS, FILMS, ETC.)

BEFORE TEACHING THIS UNIT(CONT'D)

USE THE PRE-TEST, PAGES 19 AND 20, PRIOR TO TEACHING THE UNIT TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-NEED FOR THE UNIT (KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS ALREADY HAVE.)

-PARTICULAR NEEDS OF STUDENTS.

-WHAT LANGUAGE ITEMS STUDENTS ALREADY HAVE/NEED RELATED TO THE TOPIC.

-ACTIVITIES BEST SUITED TO ACCOMPLISHING AIMS AND OBJECTIVES OF THE UNIT BASED ON STUDENTS' NEEDS.

-RESOURCES REQUIRED FOR IMPLEMENTING THE UNIT SUCCESSFULLY.

USE THE POST-TEST, PAGE 21 AND 22, TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-WHETHER AIMS AND OBJECTIVES HAVE BEEN MET.

-WHETHER STUDENTS' NEEDS HAVE BEEN MET.

-WHETHER STUDENTS UNDERSTAND AND CAN USE THE LANGUAGE DEVELOPED.

-WHETHER ACTIVITIES SELECTED WERE ADEQUATE.

-STUDENTS' FEELINGS REGARDING SUCCESS OF THE UNIT AS IT RELATES TO:
a) ACTIVITIES USED.
b) TRANSFERENCE OF LEARNED CONCEPTS.

-THE ROLE STUDENTS PLAYED IN THE IMPLEMENTATION OF THE UNIT.

-THE ROLE THE TEACHER AND OTHERS PLAYED IN THE IMPLEMENTATION OF THE UNIT.

NOTE: THE YOU AND YOUR FRIENDS ATTITUDINAL SURVEYS FOUND ON PAGES 19 TO 22 SHOULD HELP TO IDENTIFY:
-STUDENT KNOWLEDGE AND INTERPRETATION AS TO THE NATURE AND SCOPE OF FRIENDSHIP
-STUDENT POSITIONS ON FRIENDSHIP
-STUDENT SKILL IN CHOOSING ALTERNATIVES
-STUDENT SKILL IN WEIGHING CONSEQUENCES
-STUDENT SKILL IM MAKING DECISIONS.

IT MIGHT BE VALUABLE TO COLLATE PRE AND POST-TEST RESULTS OF THIS SURVEY. THIS CAN BE ACCOMPLISHED BY RECORDING THE RESPONSES OF THE WHOLE CLASS ON A SINGLE COPY OF THE TEST EACH TIME IT IS ADMINISTERED. THEN COMPARE PRE AND POST-TESTS LOOKING FOR SIGNIFICANT DIFFERENCES.

GUIDELINES FOR EVALUATION

THE FOLLOWING ARE SOME QUESTIONS THAT YOU MIGHT ASK REGARDING THE OBSERVATION OF YOUR STUDENTS FOR THE PURPOSE OF EVALUATION.

1) **KNOWLEDGE**

IS THE STUDENT DEVELOPING AN UNDERSTANDING OF THE FOLLOWING?

-EVERYONE WANTS TO FEEL LOVED AND ACCEPTED.
-SOMETIMES WE ACT IN A PARTICULAR WAY TO BE ACCEPTED BY OTHERS.
-SOMETIMES PEOPLE USE OUR NEED TO BE ACCEPTED TO MAKE US BEHAVE A CERTAIN WAY.
-PEOPLE MIGHT NOT ACCEPT US, EVEN IF WE DO WHAT WE THINK THEY WANT US TO.
-PEOPLE WHO ACCEPT US ONLY BECAUSE WE DO WHAT THEY WANT US TO, DON'T REALLY ACCEPT US.
-OUR CHOICE OF FRIENDS IS VERY IMPORTANT.
-YOU ARE YOUR OWN BEST FRIEND. YOU HAVE TO LIVE WITH AND ACCEPT YOURSELF.

2) **LANGUAGE SKILLS**

IS THE STUDENT:

- DEVELOPING AN UNDERSTANDING OF THE LANGUAGE USED IN THIS UNIT?

- USING THE LANGUAGE?

3) **PROBLEM SOLVING**

IS THE STUDENT ABLE TO:

- COMPREHEND THE NATURE OF THE PROBLEM?

- ASK QUESTIONS THAT GUIDE FURTHER INVESTIGATION?

- GENERATE A RANGE OF REASONABLE ALTERNATIVES TO SOLVE THE PROBLEM?

- DETERMINE WHICH ALTERNATIVE IS THE BEST FOR SOLVING THE PROBLEM BASED ON THE AVAILABLE INFORMATION?

- GATHER INFORMATION ON EACH OF THE GENERATED ALTERNATIVES?

- TEST THE VALIDITY OF THE ALTERNATIVE IN RELATIONSHIP TO:
  a) ANSWERING THE ORIGINAL QUESTION WHICH IDENTIFIED THE PROBLEM?
  b) IMPLEMENTING THE ALTERNATIVE SUCCESSFULLY?

GUIDELINES FOR EVALUATION (CONT'D)

4) **SOCIAL SKILLS**

IS THE STUDENT DEVELOPING CONFIDENCE AND A FEELING OF SELF-WORTH?

-IS HE/SHE ABLE TO ADAPT TO NEW SITUATIONS?

-IS HE/SHE WILLING TO TAKE RISKS, TO TRY NEW THINGS?

-DOES HE/SHE SHOW AN INTEREST IN LEARNING?

-DOES HE/SHE SHOW SATISFACTION WITH LEARNING?

-DOES HE/SHE SHOW AWARENESS OF/AND ACCEPTANCE OF HIS/HER OWN STRENGTHS AND WEAKNESSESS?

-HOW DOES HE/SHE RESPOND TO LIMITS AND RULES?

-HOW DOES HE/SHE RESPOND TO PRESSURES FROM PEERS?

DOES THE STUDENT WORK WELL INDEPENDENTLY?

-HOW WOULD YOU DESCRIBE HER/HIS WORKING STYLE?
E.G., THOROUGH, SUPERFICIAL, QUICK, SLOW, INDUSTRIOUS, RESPONSIBLE, DILIGENT,.....?

-HOW LONG DOES SHE/HE WORK AT A TASK?

-IS SHE/HE ABLE TO CHANGE EASILY FROM ONE TASK TO ANOTHER?

-ARE PLANS MADE, STARTED, LEFT UNFINISHED, CHANGED, COMPLETED?

-HOW ARE PLANS DESCRIBED?

DOES THE STUDENT MAKE REASONABLE AND APPROPRIATE DECISIONS?

-IS SHE/HE ABLE TO MAKE CHOICES/DECISIONS WHICH ARE REASONABLE AND/OR MORAL (I.E. REFLECT RESPECT FOR SELF AND OTHERS)?

-HOW MUCH ASSISTANCE IS REQUIRED?

-CAN SHE/HE STATE REASONS FOR CHOICES OR DECISIONS?

-CAN SHE/HE EXPLAIN HER/HIS ATTEMPTS TO MAKE DECISIONS?

-HOW DOES SHE/HE DESCRIBE, EVALUATE, AND SHARE HER/HIS DECISION-MAKING "PROCEDURES" OR HER/HIS DECISIONS?

-DOES SHE/HE ASSUME RESPONSIBLILTY FOR HER/HIS DECISIONS?

-HOW DOES SHE/HE REACT TO CONFLICT?
E.G.,WITHDRAWS, HAS A TANTRUM, BECOMES AGGRESSIVE, REMAINS PASSIVE,....?

-DOES SHE/HE QUARREL WITH ACTIONS AND WORDS -TEASE, DESTROY, TATTLE,...?

-HOW DOES SHE/HE "DEAL WITH " PROBLEMS?
E.G., BECOMES FRUSTRATED, PERSEVERES, SEEKS HELP,....?

GUIDELINES FOR EVALUATION (CONT'D)

4) **SOCIAL SKILLS**(CONT'D)

DOES THE STUDENT RESPECT THE RIGHTS, FEELINGS AND PROPERTY OF OTHERS?

-HOW WELL DOES HE/SHE SHARE WITH OTHERS?
E.G., SHARES WITH DIFFICULTY, WITH ASSISTANCE, WILLINGLY,....?

-DOES HE/SHE ACCEPT INDIVIDUAL DIFFERENCES?

-IS HE/SHE DEVELOPING A SENSE OF FAIRNESS OR JUSTICE?

-IS HE/SHE BEGINNING TO DEVELOP A CONCERN FOR "SOCIAL REFORM"?
E.G., PROBLEMS OF DISABLED.

DOES THE STUDENT WORK WELL WITH OTHERS?

-DOES SHE/HE PREFER TO BE ALONE? WITH AN ADULT? WITH A PEER? WITH A SMALL/LARGE GROUP?

-DOES SHE/HE PREFER TO WORK INDEPENDENTLY? WITH SMALL/LARGE GROUP?

-DOES SHE/HE SHOW LEADERSHIP ABILITY WITHIN A GROUP? DOES SHE/HE PREFER TO FOLLOW? DOES SHE/HE PREFER TO WATCH?

-DOES SHE/HE TAKE RESPONSIBILITY FOR GROUP ACTIVITIES?

-IS SHE/HE ABLE TO PLAN WITH A GROUP?

-HOW DOES A GROUP AFFECT HER/HIS PARTICIPATION?

-HOW DOES SHE/HE "DEAL WITH" GROUP PROBLEMS?

5) **AFFECT**

IS THE STUDENT DEVELOPING THE FOLLOWING:

-AN APPRECIATION FOR THE POSITIVE IMPLICATIONS OF LOVE AND ACCEPTANCE

-A SENSE OF RESPONSIBILITY FOR HIS/HER ACTIONS BASED ON GREATER AWARENESS OF THE MOTIVES BEHIND THEM

-A SENSE OF RESPONSIBILITY FOR HIS/HER ACTIONS BASED ON GREATER AWARENESS OF THE TYPES OF "PEER PRESSURE" TACTICS HE/SHE REACTS TO

-A SENSE OF RESPONSIBILITY FOR HIS/HER ACTIONS BASED ON GREATER AWARENESS OF THEIR CONSEQUENCES

-A SENSE OF RESPONSIBILITY FOR HIS/HER ACTIONS BASED ON GREATER AWARENESS OF THE RELATIONSHIP BETWEEN HIS/HER CHOICE OF FRIENDS AND HIS/HER BEHAVIOUR

-A SENSE OF RESPONSIBILITY FOR HIS/HER ACTIONS BASED ON GREATER AWARENESS OF THE FACT THAT ULTIMATELY HE/SHE IS THE ONLY ONE RESPONSIBLE FOR HIS/HER ACTIONS

UNIT EVALUATION CHECKLIST

REMOVE THIS CHECKLIST FROM THE TEACHER'S GUIDE AND USE IT TO PREPARE A THERMOFAX DITTO. RUN OFF A CLASS SET.

USE ONE SHEET FOR THE CLASS AS A WHOLE AND ONE SHEET FOR EACH STUDENT. ARRANGE THESE IN ALPHABETICAL ORDER OR BY SEATING PLAN.

AS THE UNIT PROGRESSES A PROFILE SHOULD EMERGE OF STRENGTHS AND WEAKNESSES FOR BOTH THE CLASS AND INDIVIDUAL MEMBERS. THIS SHOULD ASSIST IN PLANNING REINFORCEMENT ACTIVITIES OR IMPLEMENTING LATER LESSONS.

MARK ACCORDINGLY:

EFFORT - YES = POSITIVE EFFORT SHOWN

NO = NEGATIVE EFFORT SHOWN

ACHIEVEMENT - 1 = EXCELLENT

2 = SATISFACTORY

3 = NEEDS IMPROVEMENT

UNIT EVALUATION CHECKLIST FOR:				
LESSON	**MAIN CONCEPT**	**OBJECTIVES**	**EFFORT**	**ACHIEVE-MENT**
1	EVERYONE WANTS TO FEEL LOVED AND ACCEPTED	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-UNDERSTANDS THAT THERE ARE DIFFERENT WAYS OF SHOWING LOVE AND ACCEPTANCE		
		-IS AWARE OF THE RECIPROCAL QUALITY OF RELATIONSHIPS		
		- IS DEVELOPING EMPATHY FOR OTHERS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
2	SOMETIMES WE ACT IN A PARTICULAR WAY TO BE ACCEPTED BY OTHERS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS AWARE THAT REACTING TO PEER PRESSURE CAN BRING NEGATIVE AS WELL AS POSITIVE RESULTS		
		-IS BEGINNING TO DEVELOP AN AWARENESS OF MOTIVES FOR OWN BEHAVIOUR		
		-IS BEGINNING TO DEVELOP A SENSE OF RESPONSIBILITY FOR OWN ACTIONS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

UNIT EVALUATION CHECKLIST FOR: (CONT'D)				
LESSON	MAIN CONCEPT	OBJECTIVES	EFFORT	ACHIEVE-MENT
3	SOMETIMES PEOPLE USE OUR NEED TO BE ACCEPTED TO MAKE US BEHAVE A CERTAIN WAY	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO IDENTIFY PEER PRESSURE TACTICS		
		-IS AWARE OF OWN REACTIONS TO THESE TACTICS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
4	PEOPLE MIGHT NOT ACCEPT US, EVEN IF WE DO WHAT WE THINK THEY WANT US TO	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-UNDERSTANDS THAT THERE IS NO WAY YOU CAN PLEASE "ALL OF THE PEOPLE ALL OF THE TIME."		
		-IS DEVELOPING A SENSE OF RESPONSIBILITY FOR OWN ACTIONS AND THEIR CONSEQUENCES		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
5	PEOPLE WHO ACCEPT US ONLY BECAUSE WE DO WHAT THEY WANT US TO, DON'T REALLY ACCEPT US	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS DEVELOPING AN AWARENESS OF WHY WE ARE ACCEPTED BY VARIOUS INDIVIDUALS		
		-IS DEVELOPING THE ABILITY TO EVALUATE THE QUALITY OF RELATIONSHIPS BASED ON GREATER AWARENESS OF REASONS FOR FRIENDSHIPS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
6	OUR CHOICE OF FRIENDS IS VERY IMPORTANT	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS DEVELOPING A SENSE OF RESPONSIBILITY BASED ON A GREATER AWARENESS OF THE RELATIONSHIP BETWEEN THEIR CHOICE OF FRIENDS AND ONE'S OWN BEHAVIOUR		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
7	YOU ARE YOUR OWN BEST FRIEND. YOU HAVE TO LIVE WITH AND ACCEPT YOURSELF	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-UNDERSTANDS THAT IT IS NOT NECESSARY TO GIVE IN TO "PEER PRESSURE TACTICS"		
		-IS DEVELOPING THE ABILITY TO PREDICT CONSEQUENCES OF OWN ACTIONS		
		-IS DEVELOPING A SENSE OF RESPONSIBILITY FOR OWN ACTIONS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

POINTS TO CONSIDER

BRAINSTORMING

BRAINSTORMING IS USED FREQUENTLY THROUGHOUT THIS UNIT. CONSEQUENTLY, STUDENTS SHOULD LEARN BRAINSTORMING TECHNIQUES BEFORE STARTING THE UNIT. RULES OF BRAINSTORMING, PAGE 12, MIGHT BE DUPLICATED FOR EACH STUDENT. AS WELL, THE FOLLOWING PRELIMINARY ACTIVITIES MIGHT ENHANCE STUDENT USAGE OF BRAINSTORMING TECHNIQUES BOTH IN WHOLE CLASS AND SMALL GROUP ACTIVITIES.

1) SET THE STAGE

HAVE EACH STUDENT INDIVIDUALLY LIST AS MANY GIRLS' NAMES AS POSSIBLE. THEN COUNT THE TOTAL NUMBER LISTED BY EACH STUDENT. THIS IS INTENDED TO DEMONSTRATE THE EFFECTIVENESS OF BRAINSTORMING IN GENERATING A LARGE NUMBER OF RESPONSES.

2) BRAINSTORM

TEACH THE RULES OF BRAINSTORMING TO THE WHOLE CLASS. CONDUCT A FIVE MINUTE BRAINSTORMING SESSION TO LIST AS MANY BOYS' NAMES AS POSSIBLE. IT MAY BE USEFUL TO USE MORE THAN ONE RECORDER. COUNT THE NUMBER OF NAMES. COMPARE WITH THE LIST OF GIRLS' NAMES GENERATED BY INDIVIDUALS.

3) PRACTICE

GIVE STUDENTS THE FOLLOWING SMALL GROUP BRAINSTORMING EXERCISE. HAVE THEM LIST AS MANY MUSICAL GROUPS AND PERFORMERS AS POSSIBLE WITHIN A SPECIFIED TIME PERIOD. EMPHASIZE THE NON-EVALUATIVE NATURE OF THE ACTIVITY.

4) EVALUATE IDEAS

GIVE THE STUDENTS PRACTICE USING THE RESULTS OF THE ABOVE BRAINSTORMING SESSION TO:
a) CHOOSE THE THREE BEST GROUPS AND/OR MUSICIANS.
b) CHOOSE THREE WHICH YOUR MOTHER (FATHER) WOULD LIKE.
c) CLASSIFY THE LIST UNDER HEADINGS: CANADIAN, AMERICAN, BRITISH AND OTHERS.
d) RANK ORDER THE CANADIAN GROUPS/PERFORMERS FROM BEST TO WORST.

FEELING VOCABULARY WORD LISTS

THE COMPLETION OF TASKS IN MANY LESSONS IS FACILITATED BY HAVING STUDENTS USE THE WORD LISTS, PAGES 14 AND 15. COPIES OF BOTH LISTS SHOULD BE MADE AVAILABLE TO STUDENTS IN SOME WAY. THE FEELINGS VOCABULARY LIST IS A COMPLETELY ALPHABETICAL LISTING AND IS MOST USEFUL AS A SPELLING AID. THE CATEGORIZED FEELINGS VOCABULARY LIST IS ORGANIZED ACCORDING TO THE BASIC MOOD (MEANING) OF EACH WORD AND SHOULD AID STUDENTS IN GIVING ACCURATE DESCRIPTIONS AND IN EMPATHIZING. VOCABULARY DEVELOPMENT WILL BE GREATLY ENHANCED IF STUDENTS ARE ENCOURAGED TO USE THESE LISTS WHENEVER ANSWERING QUESTIONS. THE LISTS ALSO HAVE POTENTIAL AS A SOURCE FOR WEEKLY SPELLING LISTS WHILE THE UNIT IS BEING TAUGHT.

DICTIONARY USE

USE THE NEW VOCABULARY IN THE CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE SECTION FOR EACH LESSON IE. USE THE NEW VOCABULARY IN CONTEXT FIRST, THEN DISCUSS IT. IF THE STUDENTS ARE UNFAMILIAR WITH ANY OF THE WORDS, ASK THEM FOR DEFINITIONS. THEN HAVE THEM REFER TO A DICTIONARY TO CONFIRM THEIR DEFINITIONS. HEARING/USING THE WORD IN CONTEXT WILL ASSIST STUDENTS IN FINDING THE CORRECT DEFINITION FROM AMONG THE OPTIONS LISTED IN THE DICTIONARY.

RULES OF BRAINSTORMING

1) THERE SHOULD BE NO EVALUATION OF IDEAS UNTIL AFTER THE BRAINSTORMING SESSION.

2. QUANTITY IS MORE IMPORTANT THAN QUALITY. LIST AS MANY IDEAS AS POSSIBLE IN A GIVEN LENGTH OF TIME.

3. EXPAND ON THE IDEAS OF OTHERS. IF SOMEONE ELSE'S IDEA PROMPTS ANOTHER IN YOUR MIND, SHARE IT.

4. ZANY IDEAS ARE WELCOME. THEY ENCOURAGE CREATIVITY.

5. RECORD ALL IDEAS.

ARRANGING FOR SPEAKERS

WHEN ARRANGING FOR SPEAKERS, KEEP THE FOLLOWING IN MIND:

-ARRANGEMENTS SHOULD BE MADE AT LEAST THREE WEEKS IN ADVANCE AND CONFIRMED WITH THE RESOURCE PERSON A FEW DAYS BEFORE THE DATE.

-THE TEACHER SHOULD CAREFULLY THINK THROUGH THE CONTRIBUTION THE SPEAKER IS TO MAKE. WILL THIS BE AN INTRODUCTION TO A TOPIC, OR A REVIEW?

-THE RESOURCE PERSON SHOULD BE AWARE OF THE TEACHER'S SPECIFIC EXPECTATIONS.LET THE RESOURCE PERSON SEE THE TEACHER'S GUIDE AND/OR THE STUDENT NOTEBOOK IF HE/SHE DESIRES.

-THE SPEAKER SHOULD ALSO KNOW THE TIME AVAILABLE; THE NUMBER, AGE AND LEVEL OF THE STUDENTS; AND WHAT THE CLASS WILL HAVE COVERED BY THE DATE OF THE ENGAGEMENT.

-THE SUCCESS OF A PRESENTATION CAN BE IMPROVED IF THE SPEAKER IS GIVEN SUGGESTIONS FOR THE TYPE OF PRESENTATION, OR GIVEN MATERIAL PREPARED BY THE TEACHER.

-THE SPEAKER SHOULD BE AWARE OF THE ACADEMIC LEVEL OF STUDENTS, AND THE LANGUAGE THEY HAVE LEARNED SO THAT SHE/HE DOES NOT PRESENT TOO MUCH INFORMATION USING LANGUAGE WHICH IS BEYOND THE STUDENTS. THE TEACHER COULD GO SO FAR AS TO HAVE THE SPEAKER MAKE A BRIEF DRY RUN PRESENTATION TO HIM/HER. IF THE TEACHER FEELS THE PRESENTATION-TO-BE IS TOO DIFFICULT SHE/HE CAN SUGGEST MORE APPROPRIATE LANGUAGE, PACING, ETC. AND THUS AVOID A "BORING" PRESENTATION.

-THE CLASS SHOULD BE GIVEN SOME BASIC INFORMATION ABOUT THE SPEAKER IN ADVANCE.

-THE TEACHER SHOULD GUIDE THE STUDENTS IN PREPARATION OF QUESTIONS BEFORE THE ARRIVAL OF THE SPEAKER. SOME OF THESE QUESTIONS COULD BE SENT TO THE RESOURCE PERSON IN ADVANCE.

-A FEW QUESTIONS COULD BE "PLANTED" WITH A STUDENT TO PREVENT THE QUESTION PERIOD FROM LAGGING.

-ANY A.V. EQUIPMENT OR HAND-OUTS THE SPEAKER MIGHT REQUIRE SHOULD BE READY.

-A FOLLOW-UP TELEPHONE CALL TO THE SPEAKER FROM THE TEACHER GIVES THE SPEAKER AN OPPORTUNITY TO DISCUSS THE EVENT'S SUCCESS AND TO GIVE SUGGESTIONS FOR FUTURE VISITS. THE TEACHER, OF COURSE, GAINS THE OPPORTUNITY TO CONSOLIDATE A GOOD WORKING RELATIONSHIP BY GIVING THE SPEAKER SPECIFIC POSITIVE FEEDBACK AND A GENERAL POLITE THANK YOU. TO SPEAKERS, STUDENT "THANK YOUS" ARE ALWAYS WELCOME, OFTEN AMUSING, AND SOMETIMES AN OBJECT OF GREAT PRIDE.

KEEP IN MIND THAT EVERY SPEAKER IN THE CLASS MAY BRING YOU IDEAS, NEW STRATEGIES AND MORE CONTACTS WITH OTHER INTERESTED RESOURCE PERSONS. KEEP A CONTACT FILE: YOU ARE BUILDING YOUR OWN NETWORK.

FEELINGS VOCABULARY

AFRAID
ALARMED
AMUSED
ANGRY
APPREHENSIVE

BEWILDERED

CHEERFUL
CONFUSED
CROSS

DAZED
DEFLATED
DELICATE
DEPRESSED
DISAPPOINTED
DISTURBED
DISGUSTED
DISORGANIZED
DISORIENTED
DISPLEASED
DISTRACTED
DREARY
DULL

ENRAGED
EXCITED
EXHAUSTED

FINE
FIRM
FLUSTERED
FRAGILE
FRAIL
FRUSTRATED
FURIOUS

GENTLE
GLAD
GLUM

HAPPY
HELPLESS
HOSTILE

INDEPENDENT
INEFFECTIVE
INSECURE
INTIMIDATED
IRRITATED
IMPREGNABLE
INVINCIBLE

JOYFUL

LONELY
LOST
LOW

MERRY
MIGHTY
MILD
MISERABLE

NERVOUS

OUTRAGED

PETRIFIED
PLEASANT
POWERFUL
PUZZLED

RELIABLE

SAD
SCARED
SHAKY
SECURE
SHY
SOLID
SORRY
STRONG

TERRIFIED
TROUBLED

UNHAPPY

VAGUE
VULNERABLE

WEAK

CATEGORIZED FEELINGS VOCABULARY

HAPPY	SAD	ANGRY	CONFUSED
AMUSED	DEPRESSED	CROSS	BEWILDERED
CALM	DISAPPOINTED	DISGUSTED	DAZED
CHEERFUL	DREARY	DISPLEASED	DISORGANIZED
DELIGHTED	DULL	DISTURBED	DISORIENTED
EXCITED	GLUM	ENRAGED	DISTRACTED
FINE	LONELY	FRUSTRATED	FLUSTERED
GLAD	LOW	FURIOUS	LOST
JOYFUL	MISERABLE	HOSTILE	PUZZLED
MERRY	SORRY	IRRITATED	TROUBLED
PLEASANT	UNHAPPY	OUTRAGED	VAGUE

SCARED	WEAK	STRONG
AFRAID	DEFLATED	FIRM
ALARMED	DELICATE	FORMIDABLE
APPREHENSIVE	EXHAUSTED	IMPREGNABLE
INSECURE	FRAGILE	INDEPENDENT
INTIMIDATED	FRAIL	INVINCIBLE
NERVOUS	GENTLE	MIGHTY
PETRIFIED	HELPLESS	POWERFUL
SHAKY	INEFFECTIVE	RELIABLE
SHY	MILD	SECURE
TERRIFIED	VULNERABLE	SOLID

CREATING A CLASSROOM ATMOSPHERE CONDUCIVE TO TEACHING THIS UNIT

IN ORDER FOR THIS UNIT TO BE EFFECTIVE IN THE CLASSROOM, IT IS ESSENTIAL THAT LEARNERS HAVE A WILLINGNESS TO SHARE FEELINGS, IDEAS AND BELIEFS WITH BOTH CLASSMATES AND TEACHER.

THE CLASSROOM MUST THUS BECOME:

-A CENTRE OF HONEST INQUIRY INTO REAL PROBLEMS.

-A PLACE WHERE LEARNERS FEEL SAFE IN EXPRESSING THEIR VALUES.

TO BUILD A "SAFE" ATMOSPHERE, THE TEACHER MUST:

-OFFER WARM SUPPORT TO ALL STUDENTS.

-EXHIBIT A GENUINE CONCERN FOR ALL STUDENTS.

AND

-ATTEMPT TO UNDERSTAND LEARNERS' POSITIONS ON THE CONCEPTS OF ACCEPTANCE, LOVE AND FRIENDSHIP AND INCORPORATE THEM INTO DECISIONS THAT ARE MADE THEREBY ALLOWING TEACHER-LEARNER TRUST TO DEVELOP.

ALSO, THE LEARNER MUST BECOME AWARE:

-THAT THE TEACHER'S OPINION CONCERNING A VALUE JUDGEMENT IS VALID ONLY AS AN INDIVIDUAL'S OPINION.

-THAT IN ANY DISCUSSION, EACH INDIVIDUAL HAS THE RIGHT TO "PASS" - TO REFUSE TO SPEAK IF HE/SHE FEELS THAT THE EXPRESSION OF A THOUGHT WOULD BE TOO PAINFUL

-THAT NEGATIVE STATEMENTS (PUT DOWNS) ARE *NOT ALLOWED* IN THE CLASSROOM.

-THAT ONE INDIVIDUAL MAY NOT ALWAYS AGREE WITH ANOTHER ON A SPECIFIC ISSUE BUT THAT THIS CONFLICT SHOULD NOT BE TAKEN PERSONALLY.

-THAT THERE ARE FEW ABSOLUTELY RIGHT OR WRONG ANSWERS, BUT THAT SOME ANSWERS MIGHT BE BETTER THAN OTHERS.

TIMELINE FOR IMPLEMENTATION

IT IS ESTIMATED THAT THE MINIMUM TIME REQUIRED FOR COMPLETION OF THIS UNIT IS 7 HOURS AND 45 MINUTES OF INSTRUCTION TIME. THE BRIGHTER YOUR CLASS AND THE MORE SUPPORTIVE THE ATMOSPHERE, THE MORE LIKELY A LESSON WILL GENERATE GOOD DISCUSSION AND REQUIRE MORE TIME. (SEE BEFORE TEACHING THIS UNIT, PAGES 4 TO 5.)

UNIT TIMETABLE

LESSON #	TOTAL APPROXIMATE TIME REQUIRED*
1	60 MINUTES
2	85 MINUTES
3	80 MINUTES
4	60 MINUTES
5	55 MINUTES
6	65 MINUTES
7	60 MINUTES

*THIS TIME DOES NOT INCLUDE THE APPLICATION ACTIVITIES OR THE EVALUATION ACTIVITIES.

LIST OF RESOURCES FOR THIS UNIT- BOOKS, VIDEOS, POSTERS, ETC.

LESSON 1

VIDEO - THE GIVING TREE , AVAILABLE ON LOAN FROM THE DEPT. OF EDUCATION, YK

LESSON 2

VIDEO - SO I TOOK IT, AVAILABLE ON LOAN FROM THE DEPT. OF ED., YELLOWKNIFE

LESSON 3

STORY - "THE WISE AND THE WEAK" PHILIP APONTE, LOCATED IN - TELLING TALES, McCELLAND AND STEWART

BOOKS/STORIES - AESOP'S FABLES, PERMA BOUND, BOX 517, STN. A, WILLOWDALE, ONT., M2N 5T1

LESSON 4

BOOK - THE MILLER,THE BOY AND THE DONKEY BY BRIAN WILDSMITH, OXFORD UNIVERSITY PRESS

LESSON 5

BOOK - A FRIEND IS SOMEONE WHO LIKES YOU - BY JOAN WALSH ANGLUND, HARCOURT, BRACE, JOVANOVICH

LESSON 6

POSTERS RELATING TO FRIENDSHIP -ORDER FROM: ARGUS COMMUNICATIONS, PMB INDUSTRIES 1220 ELLESMERE RD. UNIT 17, SCARBOROUGH, ONT MIP 2X5

LESSON 7

SONG - "SHILO" BY NEIL DIAMOND ON "JUST FOR YOU" ALBUM

BOOK - "THE FOX AND THE CROW" BY AESOP, LOCATED IN - AESOP'S FABLES, PERMA BOUND

PLAY - "JUST TELL MY: WHY ...?" BY NORMAN BORISOFF, LOCATED IN ; DOUBLE ACTION PLAYBOOK, SCHOLASTIC BOOK SERVICES

NAME _____

DATE _____

PROGRAM _____

SCHOOL _____

YOU AND YOUR FRIENDS ATTITUDINAL SURVEY (PRE-TEST)

1. PETER WANTS LEONARD TO STEAL POP FROM THE CO-OP. LEONARD KNOWS IT'S WRONG TO STEAL BUT STEALS THE POP ANYWAY.

a) WHY MIGHT LEONARD HAVE STOLEN THE POP? _____

_____

b) WHAT MIGHT PETER HAVE SAID TO LEONARD IN ORDER TO GET LEONARD TO STEAL THE POP? _____

_____

c) WHAT MIGHT HAPPEN TO LEONARD BECAUSE HE STOLE THE POP?

_____

_____

_____

_____

2. SUSAN, A COP STUDENT WITH FEW FRIENDS, REALLY WANTS ROSALIE, A VERY OUTGOING GIRL, FOR HER BEST FRIEND. SHE DOES EVERYTHING SHE THINKS ROSALIE WANTS HER TO DO.

a) WHAT ARE THE CHANCES OF SUSAN AND ROSALIE BEING BEST FRIENDS?

VERY GOOD ☐ GOOD ☐ SO SO ☐ POOR ☐ VERY POOR ☐

b) WHY? _____

_____

3. WHAT KINDS OF THINGS DO YOU DO SO THAT YOUR FRIENDS WILL LIKE YOU?

4. a) WHEN SOMEBODY DOES SOMETHING NICE FOR YOU, HOW DO YOU THINK THEY FEEL ABOUT YOU? _____

b) EXPLAIN: _____

5. a) IF YOU SPEND A LOT OF TIME WITH SOMEONE AND DO A LOT OF THINGS WITH THEM, DOES THIS MEAN YOU REALLY ACCEPT EACH OTHER?

YES ☐ NO ☐ NOT SURE ☐

b) WHY? _____

6. WHY IS IT IMPORTANT TO CHOOSE YOUR FRIENDS CAREFULLY?

_____

_____

_____

7. a) WHO IS IT MOST IMPORTANT FOR YOU TO BE ACCEPTED BY?

_____

b) WHY? _____

_____

NAME _____

DATE _____

PROGRAM _____

SCHOOL _____

YOU AND YOUR FRIENDS ATTITUDINAL SURVEY (POST-TEST)

1. ANNIE WANTS MARY ROSE TO GO TO SEE A MOVIE WITH HER. MARY ROSE HAS ALREADY SEEN THE MOVIE AND THOUGHT IT WAS BORING. BUT MARY ROSE GOES.

a) WHY MIGHT MARY ROSE HAVE DECIDED TO GO SEE THE MOVIE WITH ANNIE?

b) WHAT MIGHT ANNIE HAVE SAID TO MARY ROSE TO GET HER TO GO WITH HER?

c) WHAT MIGHT HAVE HAPPENED IF MARY ROSE HAD DECIDED NOT TO GO SEE THE MOVIE WITH ANNIE?

2. PAUL'S DAD OFTEN TAKES HIM AND HIS FRIENDS FISHING. WILLIAM DECIDES TO SPEND A LOT OF TIME WITH PAUL.

a) HOW GOOD A FRIEND IS WILLIAM TO PAUL?

VERY GOOD ☐ GOOD ☐ SO SO ☐ POOR ☐ VERY POOR ☐

b) WHY? _____

3. WHAT KINDS OF THINGS DO YOU DO SO THAT YOUR FRIENDS WILL LIKE YOU?

4. a) WHEN SOMEBODY DOES SOMETHING NICE FOR YOU, HOW DO YOU THINK THEY FEEL ABOUT YOU?

_____

b) EXPLAIN: _____

_____

_____

5. a) IF YOU SPEND A LOT OF TIME WITH SOMEONE AND DO A LOT OF THINGS WITH THEM, DOES THIS MEAN YOU REALLY ACCEPT EACH OTHER?

YES ☐ NO ☐ NOT SURE ☐

b) WHY? _____

_____

6. WHY IS IT IMPORTANT TO CHOOSE YOUR FRIENDS CAREFULLY?

_____

_____

a) WHO IS IT MOST IMPORTANT FOR YOU TO BE ACCEPTED BY?

_____

b) WHY? _____

_____

LESSON 1 EVERYONE WANTS TO FEEL LOVED AND ACCEPTED

OBJECTIVES

STUDENTS WILL:
- -ACQUIRE AN AWARENESS OF THE FACT THAT ALL PEOPLE LIKE/NEED TO FEEL LOVED AND ACCEPTED
- -UNDERSTAND THAT THERE ARE DIFFERENT WAYS OF SHOWING LOVE/ACCEPTANCE
- -BECOME AWARE OF THE RECIPROCAL QUALITY OF RELATIONSHIPS
- -BEGIN TO DEVELOP THEIR ABILITY TO EMPATHIZE WITH OTHERS
- -BEGIN TO DEVELOP AN APPRECIATION FOR THE POSITIVE IMPLICATIONS OF LOVE AND ACCEPTANCE
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

CHOOSE APPROXIMATELY 5 WORDS RELATED TO FEELING LOVED AND ACCEPTED FROM THE FEELINGS VOCABULARY LIST ON PAGES 14 AND 15. THESE WORDS CAN ALSO BE USED IN A SPELLING LIST FOR THE WEEK/DAY. ADDITIONAL VOCABULARY:

NEGATIVELY	POSITIVELY	NO EFFECT	RELUCTANT
ACCEPTED	HAPPINESS	RELATIONSHIP	

ENGLISH SENTENCE PATTERNS

WHEN DOES/DID S/HE FEEL GOOD/BAD?
S/HE FEELS/FELT GOOD/BAD WHEN _____.

WHAT DO/DOES/DID _____ NEED?
_____ NEEDS/NEEDED _____.

RESOURCES

YOU AND YOUR FRIENDS STUDENT NOTEBOOK, LESSON #1

FEELINGS VOCABULARY, PAGES 14 AND 15 IN THE TEACHER'S GUIDE

THE GIVING TREE BY SHEL SILVERSTEIN, BOOK AND/OR VIDEO

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) HAVE THE STUDENTS BRAINSTORM IN GROUPS TO IDENTIFY SOME OF THE NEEDS OF HUMAN BEINGS. ENCOURAGE THEM TO THINK ABOUT THE THINGS THEY NEED FOR HAPPY, HEALTHY LIVES. HAVE EACH GROUP REPORT ON WHAT THEY FELT WERE THE BASIC NEEDS. USE THE INFORMATION TO DEVELOP A CHART TITLED "OUR NEEDS", ON THE BOARD.

NOTE: IF THE LIST DOES NOT CONTAIN THE HIGHER LEVEL NEEDS SUCH AS LOVE AND ACCEPTANCE ASK THE STUDENTS TO SUGGEST THOSE NEEDS WE MAY HAVE AFTER FOOD, SHELTER AND SO ON, HAVE BEEN MET.

b) REFERRING TO THE LIST FROM a), INITITATE A DISCUSSION AS TO WHETHER OTHER LIVING ORGANISMS HAVE THE SAME NEEDS AS HUMAN BEINGS. AFTER ABOUT 3-4 MINUTES, LET THE STUDENTS IDENTIFY THOSE NEEDS THAT (a) AN ANIMAL AND (b) A PLANT HAVE. INDICATE THE STUDENT'S' SUGGESTIONS ON THE BOARD BY WRITING (A) OR (P) NEXT TO THE ITEMS IN THE LIST.

c) USING THE FOLLOWING SENTENCE PATTERN AND THE LIST FROM #1b), THE TEACHER MODELS FOR THE STUDENTS FIVE TO TEN PAIRS OF QUESTIONS AND ANSWERS. STUDENTS LISTEN TO THE TEACHER'S DELIBERATE ERRORS AND CORRECT THEM ORALLY.

TEACHER: WHAT DOES AN ANIMAL NEED? AN ANIMAL NEEDS BOOTS.

STUDENT: AN ANIMAL NEEDS FOOD.

2.

a) HAND OUT THE STUDENT NOTEBOOK AND HAVE THE STUDENTS TURN TO THE STORY ON PAGE 1. HAVE THEM READ SILENTLY TO FIND OUT HOW ANNIE AND WILLY FELT AND WHAT THEIR NEEDS WERE.

b) AFTER THE STUDENTS HAVE READ THE STORY, DISCUSS IT USING THE SENTENCE PATTERNS, IN TERMS OF SUCH NEEDS AS THE NEED TO BE ACCEPTED, THE NEED TO LOVE AND BE LOVED, TO CARE AND BE CARED FOR AND SO ON. USE SENTENCE STRIPS TO RECORD THEIR ANSWERS, AND DISPLAY.

WHEN DID WILLY FEEL GOOD? WILLY FELT GOOD WHEN _____.
WHAT DID WILLY NEED? WILLY NEEDED _____.

c) DEVELOP A SET OF QUESTIONS AND ANSWERS USING THE FEELINGS VOCABULARY LIST ON PAGES 14 AND 15 OF THE TEACHER'S GUIDE AND THE WORDS CHOSEN FOR THIS LESSON. SAY EACH QUESTION AND ANSWER. INDICATE WHETHER YOU WANT AN ANTONYM OR A SYNONYM FOR THE KEY FEELING. THE STUDENT SAYS THE SENTENCE PATTERNS REPLACING THE KEY WORD WITH THE APPROPRIATE ANTONYM OR SYNONYM.

TEACHER: WHEN DID WILLY FEEL GOOD? **ANTONYM**
STUDENT: WHEN DID WILLY FEEL BAD? WILLY FELT BAD WHEN NO ONE WOULD TALK TO HIM.

d) TEACHER GIVES A SITUATION USING A FEELING WORD AND INDICATES WHETHER STUDENTS SHOULD REPLACE WITH A SIMILAR OR OPPSITE SITUATION.

TEACHER: WILLY FELT GOOD WHEN HE HAD A HOT CUP OF COFFEE. **ANTONYM**
STUDENT: WILLY FELT BAD WHEN HE DIDN'T GET A HOT CUP OF COFFEE.

e) GET STUDENTS TO EXPLAIN HOW THE STORY CHARACTERS' ACTIONS DIFFER FROM WHAT THEY WOULD HAVE DONE UNDER THE SAME CIRCUMSTANCES. LEAD THEM TO MAKE A STATEMENT AS TO THE MESSAGE CONTAINED IN THE STORY. IF THEY SEEM UNABLE TO DO SO, REFER THEM TO THE TITLE OF THE LESSON.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2. (CONT'D)

f) DRAW STUDENTS' ATTENTION TO THE QUESTIONS ON PAGES 3, 4 AND 5 OF THE STUDENT NOTEBOOK. HAVE THEM WORK INDEPENDENTLY TO WRITE ANSWERS IN FULL SENTENCES FOR QUESTIONS 1a TO f. HAVE THE STUDENTS TALK ABOUT THEIR RESPONSES AND DISCUSS THE DIFFERENT WAYS IN WHICH EACH STORY CHARACTER REACTED TO THE SITUATION.

3. FOR QUESTION 1 g ON PAGE 5, IN THE STUDENT NOTEBOOK, LET THE STUDENTS EXPLAIN, IN THEIR OWN WORDS, THE MESSAGE ON THE POSTER. THEY MAY THEN BE ABLE TO WORK INDEPENDENTLY TO RESPOND TO THIS QUESTION.

4. FOR QUESTION 1h ON PAGE 5, IN THE STUDENT NOTEBOOK, LET THE STUDENTS EXPRESS THE STORY THEME IN THEIR OWN WRITING. BECAUSE OF THE SPACE LIMITATION, THEY MAY WRITE ON EXTRA PAPER YOU PROVIDE. THE NOTEBOOK SPACE CAN THEN BE USED FOR AN ILLUSTRATION.

NOTE: AN EXCELLENT ALTERNATIVE OR ADDITIONAL STORY TO USE IS "THE GIVING TREE" BY SHEL SILVERSTEIN WHICH MAY BE AVAILABLE IN YOUR SCHOOL. THERE IS ALSO A VIDEO VERSION.

APPLICATION

1.

a) BRAINSTORM A LIST OF FAVOURITE CARTOONS AND WHY THEY LIKE EACH. THEN HAVE THE STUDENTS CREATE A FOUR FRAME CARTOON TO ILLUSTRATE THE LESSON CONCEPT, (QUESTION 2 IN THE STUDENT NOTEBOOK) THEY MAY USE SNOOPY, GARFIELD, ETC. FINISHED CARTOONS SHOULD BE SHARED IN GROUPS. REALLY EFFECTIVE ONES MAY BE SELECTED FOR REWORKING IN POSTER SIZE FOR CLASSROOM DISPLAY. HAVE A DISCUSSION, AT THE END USING THE SENTENCE PATTERNS. RECORD STUDENTS' ANSWERS ON SENTENCE STRIPS AND DISPLAY. e.g.,

WHAT DOES GARFIELD NEED?
GARFIELD NEEDS _____ BECAUSE _____.

STUDENTS CAN THEN ANSWER QUESTION 2b AND c USING THE DISPLAYED SENTENCE STRIPS AS EXAMPLES.

b) HAVE THE STUDENTS CREATE OTHER CARTOONS SIMILAR TO THOSE OF QUESTION 2 OF THE STUDENT NOTEBOOK. ENCOURAGE THEM TO EXPRESS POSITIVE OR NEGATIVE FEELINGS IN THE CARTOONS.

2.

a) FOR QUESTION 3 IN THE STUDENT NOTEBOOK, HAVE THE STUDENTS WORK IN PAIRS TO DEVELOP SKITS AROUND THE FOUR COMMENTS AND OTHERS SUCH AS THESE:

-YOU ALWAYS DO THINGS WRONG!
-COME, LET ME HELP YOU DO IT.
-I'VE TOLD YOU A THOUSAND TIMES NOT TO BORROW MY JACKET!
-YOU'VE DONE A SUPER JOB!
-THIS IS MESSY. DO IT AGAIN!
-MY BOYFRIEND DOESN'T WANT ME TALKING TO YOU.

APPLICATION (CONT'D)

2. (CONT'D)
b) AS THEY CREATE THEIR SKITS, GUIDE THE STUDENTS TO USE THEIR VOICE, GESTURES AND FACIAL EXPRESSIONS TO EXPRESS HOW THEY FEEL. LET A FEW PAIRS PRESENT THEIR SKITS TO THE REST OF THE CLASS. THE STUDENTS CAN THEN ANSWER THE QUESTION USING APPROPRIATE SENTENCE PATTERNS.

3. FOR QUESTION 4 IN THE STUDENT NOTEBOOK, ENCOURAGE THE STUDENTS TO RECALL A TIME WHEN THEY DID NOT FEEL GOOD ABOUT THEMSELVES. LEAD THEM TO THINK ABOUT WORDS THAT COULD DESCRIBE HOW THEY FELT. LET THEM REFER TO THEIR FEELINGS VOCABULARY LIST TO IDENTIFY SUITABLE WORDS.

   ENCOURAGE THEM TO THINK OF AND TALK ABOUT HOW THE FEELING WAS CHANGED. GUIDE THEM TO IDENTIFY WORDS THAT COULD BE USED TO DESCRIBE THE NEW FEELING. DISPLAYED SENTENCE PATTERNS SHOULD ALSO HELP THE STUDENTS EXPRESS THEIR FEELINGS.

   REMIND THE STUDENTS THAT IT IS POSSIBLE TO DESCRIBE THE CHANGE IN THE WAY THEY FELT IN A PARAGRAPH SHOWING CONTRAST. ENCOURAGE THEM TO CREATE AN EFFECTIVE TOPIC SENTENCE, THEN DEVELOP IT INTO A PARAGRAPH. MODEL ONE FOR THE CLASS FIRST. THEN SOME STUDENTS MAY WANT TO SHARE THE PARAGRAPHS THEY WROTE WITH THE REST OF THE CLASS.

4. HAVE THE STUDENTS IDENTIFY FEELINGS WHICH DESCRIBE HOW WE FEEL WHEN WE ARE CRITICIZED BY SOMEONE ELSE. LET THEM CLASSIFY THE WORDS ACCORDING TO THE WAY THEY AFFECT THEM (THE STUDENTS).
   -POSITIVELY
   -NEGATIVELY
   -NO EFFECT

5. ENCOURAGE THE STUDENTS TO CREATE POETIC STATEMENTS BASED ON THE CONCEPT DEVELOPED IN LESSON # 1.

   e.g., HAPPINESS IS HAVING SOMEONE TO LISTEN TO YOU.
   HAPPINESS IS DOING A KIND DEED FOR YOUR MOTHER.

   SADNESS IS BEING TOLD I AM DUMB.

EVALUATION

HAVE STUDENTS ANSWER THE FOLLOWING EVALUATION SHEET.

USING THE STUDENTS' ANSWERS TO THE EVALUATION SHEET AND OBSERVING STUDENT VERBAL AND WRITTEN RESPONSES, DETERMINE WHETHER PROGRESS HAS BEEN MADE TOWARD MEETING LESSON OBJECTIVES. RECORD YOUR EVALUATIONS ON THE OBJECTIVES CHECKLIST FOR THIS LESSON (SEE UNIT EVALUATION CHECKLIST, PAGE 9.)

LESSON #1 **EVALUATION** NAME _____

READ EACH STATEMENT BELOW. THINK ABOUT WHAT THE STATEMENTS ARE SAYING. CIRCLE "RIGHT ON", "WRONG", "I DON'T KNOW" TO EXPRESS HOW YOU FEEL ABOUT EACH STATEMENT.

PEOPLE SHOULD HAVE LOTS OF FRIENDS.

RIGHT ON WRONG I DON'T KNOW

IF SOMEONE PUTS ME DOWN I FEEL BADLY.

RIGHT ON WRONG I DON'T KNOW

MOST PEOPLE LIKE TO FEEL NEEDED.

RIGHT ON WRONG I DON'T KNOW

MAKING COMPLIMENTS TO OTHERS IS NOT IMPORTANT.

RIGHT ON WRONG I DON'T KNOW

IT IS NOT IMPORTANT HOW MANY FRIENDS YOU HAVE.

RIGHT ON WRONG I DON'T KNOW

FEELING NEEDED IS IMPORTANT TO ME.

RIGHT ON WRONG I DON'T KNOW

YOU SHOULD NOT FEEL GOOD WHEN YOU HELP SOMEONE.

RIGHT ON WRONG I DON'T KNOW

IT'S IMPORTANT TO ME TO RESPECT MY FRIENDS.

RIGHT ON WRONG I DON'T KNOW

BEING POPULAR IS VERY IMPORTANT.

RIGHT ON WRONG I DON'T KNOW

IT IS NOT IMPORTANT FOR MY FRIENDS TO RESPECT ME.

RIGHT ON WRONG I DON'T KNOW

LESSON 2 SOMETIMES WE ACT IN A PARTICULAR WAY TO BE ACCEPTED BY OTHERS

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT SOMETIMES PEOPLE WILL ACT IN CERTAIN WAYS SO THAT THEY WILL BE ACCEPTED BY OTHERS
- -ACQUIRE AN AWARENESS THAT THE DESIRE TO BE ACCEPTED CAN LEAD TO EITHER POSITIVE OR NEGATIVE CONSEQUENCES DEPENDING ON THE SITUATION
- -INCREASE THEIR AWARENESS OF THE TYPES OF ACTIVITIES THEY PERSONALLY ENGAGE IN, IN ORDER TO BE ACCEPTED BY OTHERS
- -BE ABLE TO GENERATE ALTERNATIVES
- -BE ABLE TO JUSTIFY STATED DECISIONS
- -BEGIN TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS BASED ON GREATER AWARENESS OF THE MOTIVES BEHIND THEM
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

CHOOSE FIVE WORDS RELATED TO THE WAY WE ACT IN ORDER TO BE ACCEPTED BY OTHERS FROM THE FEELINGS VOCABULARY LIST ON PAGES 14 AND 15. THESE WORDS CAN ALSO BE USED IN A SPELLING LIST FOR THE WEEK/DAY. ADDITIONAL VOCABULARY:

ASSIGNMENT	SURVEY	DIARY	CONFORM
EXPECTED	THEFT	IRRESPONSIBLE	FOLLOWING THE CROWD
ACTIVITIES	PEER	SECURITY	STANDARDS
CONSEQUENCES	NEGATIVE	POSITIVE	

ENGLISH SENTENCE PATTERNS

WHAT IS YOUR FAVOURITE _____?
MY FAVOURITE _____ IS _____.
MY FAVOURITE _____ IS _____ BECAUSE _____.

WHY WOULD A STUDENT _____ _____?
A STUDENT WOULD _____BECAUSE _____.

WHY DID YOU (DO THAT/_____)?
I _____ BECAUSE _____.

RESOURCES

YOU AND YOUR FRIENDS STUDENT NOTEBOOK, LESSON #2
GROUP SURVEY SHEET
EVALUATION SHEET - SHEET #2
VIDEO - SO I TOOK IT

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) IF AVAILABLE SCREEN THE VIDEO, SO I TOOK IT AND USE IT AS A LEAD-IN TO A DISCUSSION ON OUR NEED TO BE ACCEPTED BY OTHERS OR TO BE CONSIDERED "ONE OF THE GROUP".
AND/OR
HAVE STUDENTS WORK IN SMALL GROUPS TO INDICATE THEIR PREFERENCES FOR THE 5 ITEMS ON THE GROUP SURVEY SHEET, ON PAGE 2-33. USING THE SHEET, HAVE A MEMBER OF EACH GROUP RECORD MEMBER PREFERENCES.

WHAT IS YOUR FAVOURITE _____? MY FAVOURITE _____ IS _____.

b) WHEN THE GROUPS HAVE ALL COMPLETED THEIR TASKS, DRAW THEM TOGETHER TO DISCUSS THE DATA OBTAINED USING THE SENTENCE PATTERN FROM CD/LE/LP #1a. CONDUCT A QUESTION AND ANSWER CHAIN DRILL USING THE SITUATIONS DISCUSSED ABOVE;

TEACHER ASKS THE FIRST STUDENT - WHAT IS YOUR FAVOURITE _____.
STUDENT ANSWERS - MY FAVOURITE _____ IS _____.

THEN THAT STUDENT ASKS THE NEXT STUDENT THE SAME QUESTION AND S/HE ANSWERS IT CHANGING THE KEY WORDS.
CONTINUE UNTIL ALL STUDENTS HAVE ANSWERED FOR A GIVEN SITUATION AND THEN START AGAIN WITH A NEW SITUATION.

c) ALTHOUGH THE INFORMATION MAY VARY FROM GROUP TO GROUP, IT SHOULD PROVIDE SUFFICIENT OVERLAP TO ILLUSTRATE THAT SEVERAL STUDENTS IN THE CLASS HAVE SOME PREFERENCES WHEN IT COMES TO THOSE ITEMS SURVEYED.

d) LEAD THE STUDENTS TO THINK OF REASONS WHY PEOPLE IN A GROUP MIGHT BUY THE SAME PRODUCTS OR DRESS THE SAME WAY, ETC. IF THERE IS SUFFICIENT TIME, CHALLENGE THE STUDENTS TO WRITE STATEMENTS TO EXPLAIN THESE REASONS USING THE SENTENCE PATTERNS:

WHAT IS YOUR FAVOURITE _____? MY FAVOURITE _____IS _____ BECAUSE _____.

2.

a) TELL THE STUDENTS THAT IN TODAY'S ACTIVITIES THEY SHOULD DISCOVER REASONS FOR PARTICULAR WAYS OF ACTING. REFER THEM TO LESSON 2, PG. 8 OF THE STUDENT NOTEBOOK. POINT OUT THE WORDS RELATING TO TIME ON THE TOP RIGHT OF THE PAGE. HAVE THE STUDENTS TELL WHAT THEY MEAN AND SUGGEST OTHERS. (EON, CENTURY, WINTER, DAWN, MIDNIGHT, ETC.)

b) HAVE THE STUDENTS REFER TO THE TIME, THEN COMPLETE QUESTIONS 1a,b AND c. AFTER THEY HAVE FINISHED WRITING, HAVE A FEW INDIVIDUALS SHARE THEIR ANSWERS WITH THE REST OF THE CLASS. GUIDE THEM TO DISCOVER FROM THEIR ANSWERS THAT WE GENERALLY DO THINGS IN THE SAME WAY BECAUSE IT IS EXPECTED OF US BY OTHERS.

3.

a) FOR QUESTION 2 IN THE STUDENT NOTEBOOK, MAKE SURE THAT THE STUDENTS UNDERSTAND THAT THEY HAVE TO DECIDE HOW TO ACT ONLY AFTER THEY HAVE BECOME AWARE OF WHAT THEIR PEERS WILL DO. HAVE THE STUDENTS WORK IN SMALL GROUPS TO COMPLETE THE ACTIVITY. STUDENTS MAY USE THE DATA COLLECTED IN QUESTIONS 2 a,b,c AND d TO WORK INDEPENDENTLY TO COMPLETE ITEM e.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3. (CONT'D)

b) IN THE DISCUSSION THAT FOLLOWS, LEAD THE STUDENTS TO BRING OUT IDEAS SUCH AS THE FOLLOWING:
- -WE OFTEN ACT IN TERMS OF WHAT IS EXPECTED OF US.
- -SOMETIMES WE ARE NOT AWARE THAT WE ARE CONFORMING TO STANDARDS WHICH OUR PEERS SET.
- -WE DO NOT READILY ADMIT THAT WE ARE "FOLLOWING THE CROWD".
- -WE MAY CONFORM BECAUSE WE WANT TO BE PART OF THE GROUP.
- -FOLLOWING THE CROWD MAY BRING WITH IT A FEELING OF SECURITY.

USING THE SENTENCE PATTERN, ASK THE QUESTION:

WHY WOULD A STUDENT _____?

USING THE RESULTS FROM QUESTION 2e) ON PAGE 9 OF THE STUDENT NOTEBOOK, RECORD RESPONSES ON SENTENCE STRIPS, AND DISPLAY.

A STUDENT WOULD WEAR A JACKET TOMORROW BECAUSE _____.

c) CONDUCT A LISTENING/SPEAKING ACTIVITY WHERE THE TEACHER MODELS A STATEMENT WITH THE SENTENCE PATTERN USED IN CD/LE/LP #3b. THE STUDENTS REPEAT IT IMMEDIATELY IF IT IS CORRECT. STUDENTS DO NOT REPEAT THE TEACHER'S DELIBERATE ERRORS, BUT CAN CORRECT THEM.

d) USING THE SENTENCE STRIPS THAT WERE MADE PREVIOUSLY IN b AND THAT ARE DISPLAYED, HAVE THE STUDENTS COMPLETE 2 g IN THE STUDENT NOTEBOOK .

4.

a) READ THE SITUATION DESCRIBED ON PAGE 10 OF THE STUDENT NOTEBOOK.

b) AFTER READING DEVELOP THE FOLLOWING CAUSE/EFFECT RELATIONSHIPS;

JANET WANTED TAPES. ..... SHE AND SARAH WENT TO THE STORE.
JANET DIDN'T HAVE ANY MONEY. ..... SHE STOLE THE TAPES.
SARAH WAS BOTHERED BY THE THEFT. ..... SHE DID NOTHING.
JANET SAID "DON'T LET ME DOWN". ..... SARAH STOLE TAPES TOO.

c) DISCUSS THE RELATIONSHIPS AND HAVE STUDENTS INDICATE THE ONE WHICH SHOWS SARAH AS "FOLLOWING THE CROWD". GET THEM TO TELL WHAT THEY WOULD HAVE DONE UNDER THE SAME CIRCUMSTANCES. IN THE DISCUSSION, GUIDE THEM TO IDENTIFY THE CHOICES THAT SARAH HAD:
- -GO FIND THE STORE MANAGER
- -CALL AFTER JANET TO RETURN THE TAPES
- -PUT BACK HER TAPES, ETC.

IN THE DISCUSSION, USE THE SENTENCE PATTERNS.

WHY DID SARAH DO THAT?

SARAH TOOK THE TAPES BECAUSE _____.

d) HAVE THE STUDENTS WORK IN PAIRS TO DRAMATIZE THE INCIDENT (ROLE-PLAY). ENCOURAGE THEM TO EXPRESS THE INTENSE ANXIETY OF THE GIRLS (ESPECIALLY SARAH) THROUGH MOVEMENT, FACIAL EXPRESSIONS, ETC.

e) THE STUDENTS MAY THEN READ THE PASSAGE SILENTLY AFTER WHICH THEY CAN RESPOND TO ITEMS 3 a AND b IN THE STUDENT NOTEBOOK INDEPENDENTLY.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

5. FOR QUESTION 4 IN THE STUDENT NOTEBOOK, HELP THE STUDENTS UNDERSTAND THE TERMS **NEGATIVE**, AND **POSITIVE**, AS THEY RELATE TO THE QUESTIONS. GIVE STUDENTS OPPORTUNITIES TO TELL ABOUT OCCASIONS ON WHICH THEY HAD TO ACT NEGATIVELY OR POSITIVELY IN ORDER TO CONFORM OR BE ONE OF THE CROWD. STUDENTS MAY THEN SUMMARIZE THEIR REPORTS BY COMPLETING QUESTION 4.

APPLICATION

1.

a) FOR QUESTION 5 IN THE STUDENT NOTEBOOK, HAVE THE STUDENTS COMPLETE THE DIARY, A DAILY RECORD OF THOUGHT, ACTIONS, ETC. GUIDE THEM TO RECALL SOME OF THE EVENTS, INCIDENTS, ETC. IN WHICH THEY PARTICIPATED THE DAY BEFORE. HAVE THEM IDENTIFY THE TIMES WHEN THE DIFFERENT INCIDENTS TOOK PLACE. ENCOURAGE THEM TO WRITE THESE INCIDENTS NEXT TO THE APPROPRIATE TIMES, USING POINT FORM.

E.g., 7-8 A.M. -GOT UP AND GOT DRESSED
-PUT ON BLUE JEANS AND BLUE TOP

b) AFTER THE STUDENTS HAVE FINISHED, LEAD THEM TO STUDY THE ENTRIES IN THEIR DIARIES. REMIND THEM THAT MANY OF OUR ACTIONS ARE DONE SO AS TO BE ACCEPTED BY OTHERS. USING THIS KNOWLEDGE, ENCOURAGE THEM TO IDENTIFY ALL THESE ENTRIES WHICH SHOW THAT THE ACTION WAS DONE SO AS TO BE ONE OF THE GROUP. A DISCUSSION OF THE FINDINGS SHOULD REVEAL THAT MANY OF OUR DAILY ACTIVITIES ARE RELATED TO THE NEED FOR US TO BE ACCEPTED. HELP THEM TO RELATE THIS NEED FOR ACCEPTANCE WITH THE FEELING OF SECURITY.

c) ASK STUDENTS IN PAIRS TO DEVELOP A LIST OUTLINING ALL THE THINGS THEY FEEL THEIR FRIENDS EXPECT OF THEM. LIST THE ACTIONS REQUIRED TO MEET EACH EXPECTATION.

d) HAVE THE STUDENTS CREATE WRITTEN ACCOUNTS OF INCIDENTS LIKE THE ONE ABOUT JANET AND SARAH. LET THEM WRITE QUESTIONS TO GO WITH THE INCIDENTS AND HAVE OTHER STUDENTS WRITE ANSWERS TO THEM.

2. SOME STUDENTS MAY WANT TO UNDERTAKE A SURVEY TO TRY TO DETERMINE THE DEGREE TO WHICH OTHER STUDENTS (AND ADULTS) "FOLLOW THE CROWD". THEY MAY DEVISE QUESTIONNAIRES TO HELP IN THEIR SURVEY. LET THEM GRAPH THE RESULTS.

EVALUATION

USING THE STUDENTS' ANSWERS TO THE FOLLOWING EVALUATION SHEET AND OBSERVING VERBAL AND WRITTEN RESPONSES, DETERMINE WHETHER PROGRESS HAS BEEN MADE TOWARDS MEETING LESSON OBJECTIVES. RECORD YOUR EVALUATIONS ON THE OBJECTIVE CHECKLIST FOR THIS LESSON (SEE UNIT EVALUATION CHECKLIST, PAGE 9).

LESSON #2 EVALUATION NAME _____

READ THE SITUATION THEN ANSWER THE QUESTIONS WHICH FOLLOW.

YOU KNOW THAT SKIPPING SCHOOL IS IRRESPONSIBLE. ONE DAY YOUR FRIEND DECIDES TO SKIP SCHOOL TO GO TO THE BAY. HE TALKS YOU INTO GOING ALONG WITH HIM AND YOU DO.

1. EXPLAIN BRIEFLY WHY YOU WENT ALONG WITH YOUR FRIEND.

_____

_____

_____

2. ON EACH LINE BELOW, WRITE A POSSIBLE CONSEQUENCE FOR YOUR ACTION.

CONSEQUENCE #1:_____

CONSEQUENCE #2: _____

CONSEQUENCE #3: _____

3. WHICH CONSEQUENCE AFFECTS YOU ALONE? _____

4. a) WHAT COULD YOU HAVE DONE INSTEAD OF GOING ALONG WITH YOUR FRIEND?_____

_____

b) WHY DIDN'T YOU DO THAT? _____

_____

5. IF YOU WERE TO ASK A FRIEND TO SKIP CLASSES, DO YOU EXPECT HIM/HER TO DO SO?_____

WHY OR WHY NOT? _____

_____

GROUP SURVEY SHEET

	FAVOURITE T.V. PROGRAM	FAVOURITE MUSICAL GROUP	FAVOURITE BRAND OF POP	FAVOURITE MOVIE STAR	FAVOURITE SPORT
PERSON #1					
PERSON #2					
PERSON #3					
PERSON #4					
PERSON #5					
PERSON #6					

2-33

LESSON 3 SOMETIMES PEOPLE USE OUR NEED TO BE ACCEPTED TO MAKE US BEHAVE IN A CERTAIN WAY

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT PEOPLE WILL SOMETIMES MAKE USE OF THE FACT THAT WE WANT TO BE ACCEPTED TO APPLY PRESSURE ON US TO BEHAVE IN A PARTICULAR WAY
- -REALIZE THAT THERE ARE SPECIFIC "PEER PRESSURE" TACTICS THAT CAN BE IDENTIFIED
- -INCREASE THEIR AWARENESS OF THE TYPES OF "PEER PRESSURE TACTICS" THEY HAVE BEEN EXPOSED TO AND BECOME MORE FAMILIAR WITH THEIR USUAL REACTIONS TO THESE TACTICS
- -BE ABLE TO IDENTIFY SPECIFIC "PEER PRESSURE" TACTICS
- -BE ABLE TO MAKE INFERENCES FROM VARYING AMOUNTS OF DATA
- -CONTINUE TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS BASED ON GREATER AWARENESS OF THE TYPES OF "PEER PRESSURE" TACTICS THEY REACT TO
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

NOTE: THIS LESSON EMPLOYS THE TECHNIQUE OF ROLE PLAYING AS A PART OF ITS INPUT. IN HAVING THE STUDENTS CONDUCT THE ACTIVITIES, THE TEACHER SHOULD ENCOURAGE THEM TO BE AS REALISTIC AS POSSIBLE. ONE APPROACH IS TO INSTRUCT THE STUDENTS TO BE THE PERSON WHOSE ROLES ARE BEING PLAYED. THIS TENDS TO EVOKE A MORE NATURAL RESPONSE THAN A SIMPLE SUGGESTION TO "PRETEND" TO BE THOSE PERSONS.

ENGLISH VOCABULARY

CHOOSE APPROXIMATELY FIVE WORDS RELATED TO HOW PEOPLE USE OUR NEED TO BE ACCEPTED TO MAKE US BEHAVE IN A CERTAIN WAY FROM THE FEELINGS VOCABULARY LISTS PAGES 14 AND 15. THESE WORDS CAN ALSO BE USED IN A SPELLING LIST FOR THE WEEK/DAY. ADDITIONAL VOCABULARY:

CONVINCE	METHOD	BEHAVE
DECISIONS	CERTAIN	VOLUNTARILY

ENGLISH SENTENCE PATTERNS

WHY DID HE/SHE DO WHAT HIS/HER FRIEND ASKED HIM/HER TO DO?
HE/SHE _____ BECAUSE _____.

WHAT DID HIS/HER FRIEND DO OR SAY TO CONVINCE HIM/HER TO DO IT?
THE FRIEND _____.

RESOURCES

YOU AND YOUR FRIENDS STUDENT NOTEBOOK, LESSON #3

STORY - THE WISE AND THE WEAK

AESOP'S FABLES

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) HAVE THE STUDENTS READ THE INSTRUCTIONS FOR 1a IN THE STUDENT NOTEBOOK. TELL THEM THAT IN ROLE PLAYING THEY SHOULD NOT "PRETEND" TO BE THE CHARACTER THEY ARE ROLE PLAYING, RATHER THEY SHOULD BE THE CHARACTER.

b) DIVIDE THE STUDENTS INTO GROUPS OF THREE AND HAVE EACH GROUP GO THROUGH THE SEQUENCE SUGGESTED IN THE STUDENT NOTEBOOK.

> ***NOTE:*** BEFORE THE STUDENTS PARTICIPATE IN THE ACTIVITY, THE TEACHER MIGHT HAVE TO POINT OUT TO THE OBSERVER THAT HE/SHE SHOULD NOTE NOT ONLY WHAT ROLE PLAYER A SAYS AND DOES, BUT ALSO ANY BODY LANGUAGE (SHRUGS, WINKS, FROWNS, TOSS OF THE HEAD AND SO ON EMPLOYED) AND ALSO THE TONE OF VOICE USED.

c) AFTER ABOUT 10 MINUTES DURING WHICH EACH GROUP MEMBER HAS HAD A CHANCE TO BE PLAYER A, PLAYER B AND OBSERVER, DRAW THE STUDENTS TOGETHER AND HAVE THEM TALK ABOUT THE EXERCISE. LET THEM TALK GENERALLY ABOUT THE METHODS USED BY ROLE PLAYER A TO CONVINCE ROLE PLAYER B TO TAKE A PARTICULAR COURSE OF ACTION. BRAINSTORM USING THE SENTENCE PATTERNS;

WHY DID "B" DO WHAT "A" ASKED "B" TO DO? "B" _____ BECAUSE _____.
WHAT DID "A" DO TO CONVINCE "B" TO DO IT? "A" _____.

DISPLAY IDEAS WITH THE SENTENCE PATTERNS ON SENTENCE STRIPS.

d) HAVE EACH STUDENT TAKE A DIFFERENT SENTENCE STRIP. SOME QUESTIONS AND SOME ANSWERS. EACH STUDENT WITH A QUESTION TAKES A TURN READING IT; GIVING THE STUDENTS WITH THE APPROPRIATE ANSWER TIME TO READ HIS/HER STRIP. OTHER STUDENTS LISTEN TO MAKE SURE THE QUESTION AND THE ANSWER MATCH. THEY CAN ORALLY CORRECT ANY MISTAKES.

e) AFTER THIS DISCUSSION, HAVE THE STUDENTS COMPLETE QUESTIONS 2 AND 3 IN THE STUDENT NOTEBOOK.

f) HAVE STUDENTS RECALL SOME OF THE METHODS THEY OBSERVED ROLE PLAYER A USE. GET THEM TO USE TERMS LIKE THOSE BELOW TO LABEL THE METHODS USED:

-IGNORING	-BULLYING
-NAME-CALLING	-THROWING TANTRUMS
-THREATENING	-SULKING

POINT OUT THAT THESE ARE ALL "PRESSURE TACTICS" USED BY PEERS OR FRIENDS TO INFLUENCE OTHERS.

g) HAVE THE STUDENTS READ THE STORY, THE WISE AND THE WEAK, TO DETERMINE WHICH PRESSURE TACTICS THE BOYS USED. THEN ENCOURAGE THE STUDENTS TO SUGGEST WHAT ALTERNATIVES THE BOY WHO WENT THROUGH THE INITIATION MIGHT HAVE HAD. IN DISCUSSING THIS AND OTHER ASPECTS OF THE STORY, LEAD THE STUDENTS TO ANSWER QUESTIONS LIKE THE FOLLOWING:

-WHAT DID THE BOY DO?
-DID HE DO IT VOLUNTARILY?
-DO YOU THINK THAT HE KNEW WHAT HE WAS DOING?
-THEN WHY DID HE DO IT?
-WOULD YOU BLAME THE BOY FOR HIS ACTION? WHY OR WHY NOT?
-WHAT COULD THE BOY HAVE DONE INSTEAD?
-WHY DID HE NOT CHOOSE ONE OF THESE ALTERNATIVES?
-WHAT WOULD YOU HAVE DONE? WHY?

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

2.

a) ASK THE STUDENTS TO RECALL A TIME WHEN THEY WERE "USED", THAT IS, WHEN THEY WERE ENCOURAGED TO BEHAVE IN A CERTAIN WAY BECAUSE OF THEIR NEED TO BE ACCEPTED. LET THEM SPEAK FREELY ABOUT THE INCIDENTS GIVING DETAILS AS TO **WHO, WHAT, WHEN, WHERE, WHY,** AND **HOW.**

b) WRITE THE BEGINNING OF A PARAGRAPH RELATING TO BEING "USED" ON THE BLACKBOARD LEAVING BLANKS FOR KEY WORDS. THE STUDENTS LISTEN TO THE STORY BEING READ AND TAKE TURNS ORALLY FILLING IN THE BLANKS.

c) THE TEACHER THEN ENCOURAGES THEM TO SELECT ONE SITUATION FROM THEIR PERSONAL LIVES, AND ORGANIZE IT IN A FEW NARRATIVE SENTENCES FOR QUESTION 4 a IN THE STUDENT NOTEBOOK. HAVE EACH STUDENT PROOFREAD THE SENTENCES HE/SHE WROTE ABOUT THE SITUATION; THEN HAVE EACH ONE MAKE A FINAL COPY FOR THEIR NOTEBOOK. ENCOURAGE THEM TO READ AND DISCUSS EACH OTHER'S SITUATIONS TO DETERMINE THE PRESSURE TACTICS EMPLOYED. THEY MAY THEN COMPLETE 4 b AND c INDEPENDENTLY.

APPLICATION

1. HAVE THE STUDENTS READ (OR LISTEN TO) SOME OF AESOP'S FABLES. LET THEM IDENTIFY THESE QUALITIES OF THE FABLES.
   - -THEY ARE SHORT.
   - -THEY HAVE ANIMALS AS CHARACTERS.
   - -THEY ILLUSTRATE HOW PEOPLE SHOULD RELATE TO ONE ANOTHER.

   ENCOURAGE STUDENTS TO CREATE FABLES SHOWING ANIMAL CHARACTERS USING EACH OTHER BECAUSE OF THEIR NEED TO BE ACCEPTED.

2. SIMILARLY, THE STUDENTS MAY CREATE "COMIC" STRIPS USING THE SAME THEME. ENCOURAGE THEM TO PLAN OUT THE STORY FOR EACH STRIP, THEN ORGANIZE IT IN SEQUENCES, CREATING AN ILLUSTRATION FOR EACH SEQUENCE.

EVALUATION

USING THE STUDENTS' ANSWERS TO THE FOLLOWING EVALUATION SHEET AND OBSERVING STUDENTS' VERBAL AND WRITTEN RESPONSES, DETERMINE WHETHER PROGRESS HAS BEEN MADE TOWARDS MEETING LESSON OBJECTIVES. RECORD YOUR EVALUATION ON THE OBJECTIVES CHECKLIST FOR THIS LESSON. (SEE UNIT EVALUATION CHECKLIST, PAGE 9.)

LESSON #3 **EVALUATION** NAME _____

HERE ARE SOME STATEMENTS ABOUT PEOPLE. SELECT THE ONES WHICH YOU AGREE WITH AND USE THEM TO CREATE BUTTONS. MAKE LITTLE BUTTONS ON THIS PAGE FOR THE ONES YOU AGREE WITH; FOR THE ONE YOU FEEL STRONGEST ABOUT, DRAW A LARGE POSTER WITH THAT CAPTION.

1. IF YOU WANT ME AS A FRIEND, TAKE ME AS I AM.

2. A FRIEND IN NEED IS A FRIEND WHO CAN BE TAKEN.

3. FRIENDSHIP IS PRECIOUS; TREAT IT WITH CARE.

4. WHEN YOU SAY **NO**, A TRUE FRIEND LISTENS.

5. EVERYONE IS TRYING TO GET SOMETHING FROM SOMEONE ELSE.

6. YOU CAN GET HIM TO SAY YES - JUST THROW A TANTRUM.

7. PEOPLE CAN BE HURT; TREAT THEM WITH CARE.

8. TAKE AS MUCH AS YOU CAN FROM EVERYBODY.

LESSON 4 PEOPLE MIGHT NOT ACCEPT US EVEN IF WE DO WHAT WE THINK THEY WANT US TO

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT EVEN IF WE DO WHAT WE THINK PEOPLE WANT US TO, THEY STILL MIGHT NOT ACCEPT US
- -UNDERSTAND THAT THERE IS NO WAY YOU CAN PLEASE "ALL OF THE PEOPLE ALL OF THE TIME"
- -BE ABLE TO GENERATE ALTERNATIVES
- -BE ABLE TO JUSTIFY DECISIONS
- -CONTINUE TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS BASED ON GREATER AWARENESS OF THE CONSEQUENCES
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

NOTE: AS THE OBJECTIVES OUTLINE, THE GIST OF THIS LESSON IS THAT YOU CANNOT PLEASE "ALL OF THE PEOPLE ALL OF THE TIME" - THERE WILL ALWAYS BE PEOPLE WHO, NO MATTER WHAT YOU DO, WOULD NOT ACCEPT YOU. THIS THEME IS A DOMINANT ONE IN YOUNG ADULT'S LITERATURE AND THERE ARE PROBABLY MANY STUDENTS IN THE ROOM WHO MIGHT HAVE HAD PERSONAL EXPERIENCES IN THIS AREA.

ENGLISH VOCABULARY

CHOOSE APPROXIMATELY FIVE WORDS RELATED TO BEING "USED" FROM THE FEELINGS VOCABULARY LIST ON PAGES 14 AND 15. THESE WORDS CAN ALSO BE USED IN A SPELLING LIST FOR THE WEEK/DAY. ADDITIONAL VOCABULARY:

IGNORE	ARGUE	ADVICE
INDIVIDUAL	TRUE	FAVOUR
AGREE	DISAGREE	POPULAR

ENGLISH SENTENCE PATTERNS

WILL ERIC/YOU BE ACCEPTED IF _____?

ERIC/I WILL/WON'T BE ACCEPTED JUST BECAUSE _____.

RESOURCES

YOU AND YOUR FRIENDS STUDENT NOTEBOOK, LESSON #4

BOOK - THE MILLER, THE BOY AND THE DONKEY BY BRIAN WILDSMITH

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) USE QUESTION 1 a IN THE STUDENT NOTEBOOK TO INTRODUCE THE STUDENTS TO THE CONCEPT OF THE LESSON. WITH THE STUDENT NOTEBOOKS OPENED TO PAGE 15, HAVE INDIVIDUAL STUDENTS COMMENT ON THE PICTURE OF ERIC. ASK THEM TO SUGGEST WHAT KIND OF A PERSON ERIC IS. LEAD THEM INTO CREATING A PERSONALITY FOR HIM SO THAT HE BECOMES A REAL LIVE INDIVIDUAL. LEAD STUDENTS TO SUGGEST INFORMATION ABOUT ERIC, HIS PARENTS, HIS HOME LIFE, WHERE HE LIVES, HOW HE DRESSES, THE SPORTS HE PLAYS, AND SO ON. THE PICTURE PAINTED MAY BE ONE OF A LONELY PERSON WHO IS LEFT OUT OF MANY SCHOOL AND OTHER ACTIVITIES.

b) AFTER THE STUDENTS HAVE PAINTED THIS IMAGE OF ERIC, ASK THEM TO THINK OF THINGS HE MIGHT DO TO BE ACCEPTED BY OTHERS IN HIS CLASS.

c) CONVERSELY, HAVE THEM LIST AND DISCUSS THE THINGS ABOUT ERIC WHICH MIGHT PREVENT THE OTHER STUDENTS FROM ACCEPTING HIM.

d) HAVE STUDENTS COMPLETE 1a IN THE STUDENT NOTEBOOK BY WRITING THE APPROPRIATE INFORMATION IN THE BALLOONS AND BLOCKS.

e) DEVELOP A SERIES OF QUESTIONS AND ANSWERS. ASK EACH QUESTION AND THEN ANSWER IT USING THE FOLLOWING SENTENCE PATTERNS. FILL IN THE BLANKS WITH SILLY AS WELL AS APPROPRIATE ENDINGS. STUDENTS MUST SAY WHICH ANSWERS ARE INCORRECT OR SILLY AND SUPPLY THE RIGHT ANSWER.

TEACHER - WILL ERIC BE ACCEPTED IF HE <u>STANDS ON HIS CHAIR</u>?
TEACHER - ERIC <u>WILL</u> BE ACCEPTED IF HE <u>STANDS ON HIS CHAIR</u>.
STUDENT - ERIC <u>WILL</u> BE ACCEPTED IF HE <u>WASHES HIS HAIR</u>.

PUT THE CORRECT SENTENCE PATTERNS ON THE BLACKBOARD. HAVE THE STUDENTS COMPLETE QUESTION 1 b ON PAGE 15 IN THE STUDENT NOTEBOOK INDEPENDENTLY.

2.

a) POINT OUT THE SAYING AT THE TOP OF PAGE 16 IN THE STUDENT NOTEBOOK. HAVE THE STUDENTS READ IT, THEN ASK FOR VOLUNTEERS TO EXPLAIN WHAT IT MIGHT MEAN. NEXT, GUIDE THE STUDENTS' ATTENTION TO THE ILLUSTRATION ABOVE THE SAYING. LET THEM STUDY THE ILLUSTRATION AND DISCUSS WHY IT MIGHT RELATE TO THE SAYING. ACCEPT ALL RESPONSES AND RECORD.

NOTE: THE STUDENTS MIGHT WANT TO IMPROVISE DIALOGUE IN WHICH ARGUMENTS ARE MADE FOR OR AGAINST A POSITION.

b) HAVE STUDENTS WRITE AN EXPOSITORY PARAGRAPH TO EXPLAIN THE SAYING IN THE SPACE FOR 1 c.

c) HAVE THE STUDENTS COMPLETE QUESTION 2 IN THE STUDENT NOTEBOOK BY FILLING IN THE BLANKS. HAVE THE STUDENTS READ THEIR FINISHED SENTENCES.

3.

a) DRAW THE STUDENTS' ATTENTION TO THE LIST OF WORDS ON PAGE 17 OF THE STUDENT NOTEBOOK. HAVE THEM SUGGEST A MAIN IDEA THAT COULD BE EXPRESSED BY THE WORDS AS A GROUP. (E.G., A STORY IN WHICH SOMEONE IS ENCOURAGED TO SHOPLIFT BUT WHEN CAUGHT, HIS/HER "FRIENDS" ABANDON HIM/HER).

b) GUIDE THEM TO SEE THAT A NARRATIVE OF AN INCIDENT COULD BE DEVELOPED USING THE WORDS. LET THEM READ THE INSTRUCTIONS FOR QUESTION #3 THEN, IN SMALL GROUPS, GIVE THEM TIME TO PLAN AND WRITE A PARAGRAPH ON THE TOPIC. ADVISE THE GROUPS THAT THEY DO NOT NECESSARILY HAVE TO USE ALL THE WORDS. THE TEACHER CAN START A PARAGRAPH ON THE BLACKBOARD WITH STUDENT SUGGESTIONS. AFTERWARDS HAVE THE GROUPS READ THEIR PARAGRAPHS TO THE REST OF THE CLASS.

APPLICATION

1. FOR QUESTION 4 IN THE STUDENT NOTEBOOK, HAVE THE STUDENTS RECALL A TIME WHEN THEY WERE "USED" BY SOMEONE ELSE. GET THEM TO TALK FREELY ABOUT THE FEELINGS THEY EXPERIENCED AT THE TIME. ENCOURAGE THEM TO CONSULT THEIR FEELINGS VOCABULARY TO IDENTIFY WORDS TO DESCRIBE THEIR FEELINGS. HAVE THEM WRITE ABOUT THE INCIDENT IN THE SPACE FOR QUESTION 4.

2. ENCOURAGE STUDENTS TO WRITE POEMS (CAN BE STRUCTURED, HAIKU, ETC.) TO EXPRESS EXPERIENCES THEY HAVE HAD OF LONELINESS AND REJECTION. POINT OUT THAT POEMS DO NOT HAVE TO RHYME AND MAY BE AS LONG OR SHORT AS THEY DESIRE. USE THE FOLLOWING AS AN EXAMPLE:

   I HAVE FELT LIKE A NOBODY -
   I HAVE FELT THE NOTHINGNESS
   OF UTTER REJECTION
   I HAVE BEEN JUST A WISP OF THIN AIR -
   THOUGH THERE WERE CROWDS AND CROWDS
   AROUND ME
   BUT TO THEM, I JUST WASN'T THERE.

3. ENCOURAGE STUDENTS TO EXPLORE THEIR SCHOOL LIBRARY FOR NOVELS, POEMS AND PICTURE BOOKS ABOUT REJECTION. IF THERE IS SUFFICIENT MATERIAL AVAILABLE, SOME STUDENTS COULD MAKE A DISPLAY IN THE LIBRARY OR CLASSROOM.

4. ENCOURAGE THE STUDENTS TO CREATE A LIST OF REASONS WHY SOMEONE MAY NOT BE ACCEPTED AS PART OF A GROUP. SOME OF THE REASONS MIGHT BE:

   -SKIN COLOUR -HANDICAP
   -LANGUAGE DIFFERENCES -POVERTY

   HAVE EACH STUDENT SELECT ONE REASON FROM THE LIST AND PLAN AND WRITE AN EDITORIAL-TYPE PARAGRAPH IN WHICH HE/SHE EXPRESSES AN OPINION ON THE SUBJECT.

5.

a) INTRODUCE THE BOOK, THE MILLER, THE BOY AND THE DONKEY.
   CHALLENGE THE STUDENTS TO LISTEN TO THE STORY TO DETERMINE:
   -WHAT IT IS ALL ABOUT -WHETHER IT HELPS EXPLAIN THE SAYING ON PAGE 16 IN THE STUDENT NOTEBBOK

b) AFTER THE READING, HAVE THE STUDENTS DISCUSS THE STORY. QUESTIONS LIKE THE FOLLOWING CAN HELP THEM:
   -WHAT DID THE MILLER SET OUT TO DO?
   -WHY DID HE CLEAN THE DONKEY?
   -WHAT HAPPENED ON THE WAY.
   -HOW DID THE MILLER TRY TO PLEASE PEOPLE?
   -WHY DID HE GIVE UP TRYING TO PLEASE EVERYONE?
   -HOW DOES THE SAYING EXPLAIN WHAT THE MILLER DID?
   SUMMARIZE BY CHANTING THE SENTENCE PATTERNS:
   WAS THE MILLER ACCEPTED WHEN HE _____?
   THE MILLER WAS/WASN'T ACCEPTED BECAUSE _____.

c) HAVE THE STUDENTS RECALL THE VARIOUS C' 'ARACTERS WHO GAVE THE MILLER ADVICE AS HE TRAVELLED ALONG. THEN HAVE THE CLASS BREAK INTO GROUPS OF 4 AND HAVE EACH GROUP DRAMATIZE THE MEETING OF THE MILLER AND ONE OF THOSE PERSONS. ENCOURAGE THE STUDENTS TO USE VOICE, FACIAL EXPRESSIONS, MOVEMENTS AND GESTURES TO EXPRESS FEELINGS CONVEYED. THE STUDENTS CAN THEN PRESENT, FOR THE BENEFIT OF OTHERS, THE DRAMATIZATIONS WORKED OUT IN THE GROUPS.

NOTE: THIS STORY MAY BE TOO JUVENILE FOR SOME COP CLASSES. TEACHER MUST USE IT ACCORDINGLY.

EVALUATION

USING STUDENT ANSWERS TO THE FOLLOWING EVALUATION SHEET AND OBSERVING STUDENT VERBAL RESPONSES, DETERMINE WHETHER PROGRESS HAS BEEN MADE TOWARDS MEETING LESSON OBJECTIVES. RECORD YOUR EVALUATIONS ON THE OBJECTIVES CHECKLIST FOR THIS LESSON (SEE EVALUATION CHECKLIST, PAGE 9).

LESSON #4 EVALUATION NAME _____

DO YOU AGREE WITH THE STATEMENTS BELOW? READ THEM CAREFULLY AND IF YOU AGREE, WRITE "AGREE" IN THE SPACE; IF YOU DO NOT, WRITE "DISAGREE".

1. TO BE ACCEPTED BY SOMEONE, YOU MUST DO WHAT THAT PERSON ASKS. _____

2. ONE RULE WE SHOULD FOLLOW IS TO TRY TO PLEASE EVERYONE. _____

3. YOU MAY DO WHAT SOMEONE ASKS YOU TO DO AND STILL NOT BE ACCEPTED. _____

4. A TRUE FRIEND WILL ACCEPT YOU EVEN IF YOU DO NOT DO HIM/HER A FAVOUR. _____

5. BEFORE YOU ACCEPT SOMEONE, THAT PERSON MUST FIRST TRY TO PLEASE YOU. _____

6. POPULAR PEOPLE ALWAYS DO WHAT THEIR FRIENDS ASK THEM TO. _____

7. SOME PEOPLE ARE POPULAR AND YET THEY DO NOT DO EVERYTHING PEOPLE ASK THEM TO. _____

8. SOME PEOPLE DO THINGS THAT THEY THINK ARE RIGHT EVEN IF IT MEANS LOSING A FRIEND. _____

LESSON 5 PEOPLE WHO ACCEPT US ONLY BECAUSE WE DO WHAT THEY WANT US TO DO, DON'T REALLY ACCEPT US

OBJECTIVES

STUDENTS WILL:

-UNDERSTAND THAT TRUE ACCEPTANCE IS BASED ON RESPECT AND CARING AND IS NOT SIMPLY A REACTION TO OUR ENGAGING IN SPECIFIC ACTIONS OR BEHAVIOURS
-DEVELOP SOME AWARENESS OF THE TYPE OF "ACCEPTANCE" GIVEN THEM BY SOME OF THEIR FRIENDS
-BE ABLE TO JUSTIFY DECISIONS
-BEGIN TO DEVELOP THE ABILITY TO EVALUATE THE QUALITY OF RELATIONSHIPS, SPECIFICALLY THEIR CHOICE OF FRIENDS, BASED ON GREATER AWARENESS OF THE POSSIBLE REASONS FOR ESTABLISHING OR MAINTAINING FRIENDSHIPS
-CONTINUE TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

CHOOSE APPROXIMATELY FIVE WORDS RELATED TO RESPECT,TRUST,CARING, ETC. FROM THE FEELINGS VOCABULARY LIST ON PAGES 14 AND 15. THESE WORDS CAN ALSO BE USED IN A SPELLING LIST FOR THE WEEK/DAY. ADDITIONAL VOCABUALRY:

NO ACCEPTANCE	TOTAL ACCEPTANCE	ACCEPTANCE SCALE
KINDNESS	JUDGEMENT	UNDERSTANDING
LOYAL		

ENGLISH SENTENCE PATTERNS

HOW CAN YOU TELL SHE/HE IS (ACCEPTED/NOT ACCEPTED/ ACCEPTED SOMETIMES)?

I CAN TELL THAT SHE/HE IS _____ BECAUSE _____.

WHAT WILL A PERSON DO IF HE/SHE _____(CARES, ETC.) FOR ANOTHER?

A PERSON WHO _____ FOR ANOTHER WILL _____.

RESOURCES

YOU AND YOUR FRIENDS STUDENT NOTEBOOK, LESSON #5

FRIENDSHIP RATING GRAPH, PAGE 5-47 IN THE TEACHER'S GUIDE

BOOK - A FRIEND IS SOMEONE WHO LIKES YOU BY JOAN WALSH ANGLUND

EVALUATION SHEET - LESSON #5

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) HAVE THE STUDENTS TURN TO PAGE 18 OF THE STUDENT NOTEBOOK AND LET THEM READ THE STATEMENT ABOVE THE ILLUSTRATION OF THE ACCEPTANCE SCALE. ENCOURAGE THE STUDENTS TO PARAPHRASE THE STATEMENT AND TO CONCLUDE THAT PEOPLE WHO "USE" OTHERS DO NOT REALLY "RESPECT" OR "CARE" FOR THEM.

b) HAVE THE STUDENTS STUDY THE RATING SCALE. ENCOURAGE THEM TO SUGGEST "STEPS" ALONG THE WAY BETWEEN NO ACCEPTANCE AND TOTAL ACCEPTANCE. LET THEM THINK OF TERMS TO DESCRIBE THESE "STEPS",

E.G.,,
-ACTS KINDLY TOWARDS
-ACCEPTS ONLY AT TIMES
-IGNORES MOST OF THE TIME
-TREATS WITH SOME RESPECT, ETC.

2.

a) THE TEACHER MODELS THE VOCABULARY AND THE SENTENCE PATTERNS, MAKING A SERIES OF TRUE/FALSE STATEMENTS. STUDENT INDICATE WHETHER EACH STATEMENT IS TRUE OR FALSE. IF IT IS FALSE THEN THE STUDENTS ORALLY CHANGE IT TO MAKE IT TRUE. DISPLAY A FEW OF THE STATEMENTS. E.G.,

TEACHER - HOW CAN YOU TELL THAT THE PERSON IS ACCEPTED?	
TEACHER - I CAN TELL SHE IS ACCEPTED BECAUSE SHE IS CARED FOR BY HER MOTHER.	TRUE
TEACHER - I CAN TELL HE IS ACCEPTED BECAUSE HE IS IGNORED BY THE CLASS.	FALSE
STUDENT - I CAN TELL HE IS ACCEPTED BECAUSE HE IS INVOLVED WITH THE CLASS.	TRUE

b) COMPLETE QUESTION # 1 IN THE STUDENT NOTEBOOK INDEPENDENTLY. THE STUDENTS CAN USE THE EXAMPLES DISCUSSED IN CD/LE/LP # 2 a) , FOR GUIDANCE.

c) HAVE THE STUDENTS FORM SMALL GROUPS TO COMPARE AND DISCUSS THEIR RATINGS. GET THEM TO TALK, NOT SO MUCH ABOUT THE RATING GIVEN, BUT THE REASONS **WHY** THAT RATING WAS GIVEN, USING THE SENTENCE PATTERNS. AS THEY DISCUSS, ENCOURAGE THEM TO USE TERMS LIKE RESPECT, TRUST, CARING, UNDERSTANDING, JUDGEMENT, LOYALTY, KINDNESS AND HONESTY (VOCABULARY WORDS FOR THIS LESSON).

d) BRING STUDENTS TOGETHER AND HAVE VOLUNTEERS SELECT ONE OF THE SITUATIONS AND COMMENT ON IT. LEAD THEM TO CONCLUDE THAT COMPLETE ACCEPTANCE WORKS BOTH WAYS AND THAT A RELATIONSHIP BASED ON SUCH ACCEPTANCE HAS NO PLACE FOR "USING" ONE OR THE OTHER OF THE PARTIES IN IT.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3.

a) LEAD THE CLASS TO IDENTIFY WAYS A PERSON MIGHT ACT OR NOT ACT TOWARDS ANOTHER TO SHOW THAT HE/SHE TRUSTS, RESPECTS, CARES FOR, UNDERSTANDS THE OTHER PERSON. ENCOURAGE THE STUDENTS TO USE REAL LIFE SITUATIONS.

BRAINSTORM USING SENTENCE STRIPS. E.G.,

WHAT WILL A PERSON DO IF HE/SHE _____ ANOTHER?
A PERSON WHO TRUSTS ANOTHER WILL _____.
A PERSON WHO UNDERSTANDS ANOTHER WILL _____.
A PERSON WHO DOESN'T CARE FOR ANOTHER WILL _____.

DISPLAY THE SENTENCE STRIPS.

AS THE STUDENTS SUGGEST BEHAVIOURS PERTINENT TO THE TOPIC, PLACE THEM ON THE BOARD IN A CHART SIMILAR TO THIS ONE.

THINGS PEOPLE MAY DO TO SHOW THEY ACCEPT YOU	THINGS PEOPLE WOULD NOT DO IF THEY ACCEPT YOU
1. WALK WITH YOU TO SCHOOL	1. CALL YOU UNKIND NAMES
2. VISIT YOU AT HOME	2. "USE" YOU
3. MAKE COMPLIMENTS TO YOU	3. MAKE FUN OF YOUR FOOD, PARENTS, ETC.
4. SHARE THINGS WITH YOU	4. SHARE YOUR SECRETS WITH OTHERS
5. TRY TO UNDERSTAND YOUR FEELINGS	5. MAKE HASTY JUDGEMENTS ABOUT YOU

b) CONDUCT AN ACTIVITY INVOLVING A CUMULATIVE CHAIN DRILL. THE TEACHER MAKES A STATEMENT THEN THE FIRST STUDENT MUST REPEAT TEACHER'S STATEMENT AND ADD ANOTHER ITEM. CONTINUE AROUND THE GROUP IN THIS MANNER UNTIL ALL STUDENTS HAVE ADDED AN ITEM. CONTINUE THIS AND THEN START AGAIN WITH ANOTHER SITUATION. E.G.,

TEACHER - WHAT WILL A PERSON DO IF HE/SHE CARES FOR ANOTHER?

TEACHER - A PERSON WHO CARES FOR ANOTHER WILL WALK TO WORK EXPERIENCE WITH THEM.

FIRST STUDENT - A PERSON WHO CARES FOR ANOTHER WILL WALK TO WORK EXPERIENCE WITH THEM AND HELP THEM WITH THEIR HOMEWORK.

NEXT STUDENT - A PERSON WHO CARES FOR ANOTHER WILL WALK TO WORK EXPERIENCE WITH THEM AND HELP THEM WITH THEIR HOMEWORK AND HELP THEM WHEN THEY ARE SICK.

c) HAVE STUDENTS SELECT BEHAVIOURS FROM THE BOARD AND USE THE SENTENCE STRIPS DISPLAYED TO HELP THEM COMPLETE QUESTIONS 2 a AND b IN THE STUDENT NOTEBOOK INDEPENDENTLY.

4. HAVE THE STUDENTS COMPLETE QUESTION 3 a IN THE STUDENT NOTEBOOK INDEPENDENTLY, THEN GUIDE THEM TO SEE THAT OUR AWARENESS OF WHETHER WE ARE ACCEPTED OR NOT ACCEPTED BY SOMEONE COULD HELP DETERMINE HOW WE DEAL WITH THAT PERSON. LET THEM USE THIS INPUT TO COMPLETE QUESTIONS 3 b AND 3c.

NOTE: QUESTION 3 EXPLORES AN "ISSUE" WHICH MUST BE HANDLED CAREFULLY. STUDENTS SHOULD NOT BE FORCED TO SHARE THEIR RESPONSES. ALSO, IT MIGHT BE WISE TO STRESS THE "POSITIVE" RATHER THAN THE "NEGATIVE" ASPECTS OF THE QUESTION. FOR EXAMPLE, STUDENTS OFTEN FEEL THAT THEIR PARENTS DO NOT TRULY ACCEPT THEM. HOWEVER, AFTER CONSIDERATION OF THE MEANING OF "ACCEPTANCE" THEY MAY FEEL THAT IN ACTUALITY THIS IS NOT THE CASE.

APPLICATION

1. ENCOURAGE THE STUDENTS TO WORK IN GROUPS TO DEVELOP AN "ANTHOLOGY" OF COMPLIMENTS USED IN DIFFERENT SITUATIONS (THE WAY SOMEONE IS DRESSED, THE WAY SOMEONE LOOKS, THE WAY SOMEONE ACTS, ETC.) HAVE THEM ARRANGE THE COMPLIMENTS ON SHEETS OF PAPER WHICH ARE THEN PUT TOGETHER TO FORM A BOOKLET.

2. IF AVAILABLE, READ SELECTIONS FROM THE BOOK OF POEMS, A FRIEND IS SOMEONE WHO LIKES YOU. HAVE THE STUDENTS LISTEN TO ENJOY THEM. ENCOURAGE THEM TO USE SOME OF THE IDEAS EXPRESSED IN THE POEMS ABOUT FRIENDSHIP TO CREATE A CINQUAIN POEM. IT MAY BE NECESSARY TO REMIND THE STUDENTS THAT A CINQUAIN HAS FIVE LINES AND IS BUILT ON THE FOLLOWING PATTERN:

LINE 1: TITLE (1 WORD)	DEBBIE
LINE 2: DESCRIPTION OF THE TITLE (2 WORDS)	VERY PRETTY
LINE 3: ACTION ABOUT THE TITLE (3 WORDS)	SHARES WITH ME
LINE 4: FEELING ABOUT THE TITLE (4 WORDS)	SHE IS SO CARING
LINE 5: SYNONYM FOR THE TITLE (1 WORD)	FRIEND.

3. ENCOURAGE STUDENTS TO CREATE DEAR ABBY TYPE LETTERS, ABOUT PROBLEMS (REAL OR IMAGINARY) THEY MAY HAVE WITH FRIENDS, FOR EXAMPLE:
   - -MY FRIEND DOES NOT TRUST ME.
   - -I RESPECT MY FRIEND BUT HE DOES NOT RESPECT ME.
   - -MY FRIEND SEEMS MORE INTERESTED IN MY THINGS THAN IN ME.
   - -MY FRIEND CALLS ME NAMES.
   - -MY FRIEND IS USING ME FOR HIS ENDS.

   ENCOURAGE THEM TO ADDRESS THE LETTERS AND MAKE ARRANGEMENTS FOR SOMEONE - THE TEACHER OR A PANEL OF STUDENTS - TO RESPOND TO THEM WITH APPROPRIATE ADVICE.

4. HAVE STUDENTS PARTICIPATE IN CREATIVE STITCHERY AS AN ART ACTIVITY. PROVIDE THEM WITH BURLAP, YARN, NEEDLES AND OTHER STITCHERY EQUIPMENT. THEY MAY THEN CREATE WALL HANGINGS FROM THE MATERIALS USING IDEAS ABOUT FRIENDSHIP IN THE DESIGNS:

   - -TRUE FRIENDS ARE FOR HELPING.
   - -DO YOU NEED A FRIEND? I DO.
   - -TREASURE A TRUE FRIEND.
   - -ETC.

5. USING THE FRIENDSHIP RATING GRAPH ON PAGE 5-47, HAVE STUDENTS LIST PAIRS OF FRIENDS ON THE LINES AT THE BOTTOM. IF THEY WANT THEY CAN LIST THEMSELVES AND 3 DIFFERENT FRIENDS (EG. ME, SAM; ME, JONAH; ME, CHRIS). THEN STUDENTS GRAPH THE DEGREE OF ACCEPTANCE THEY FEEL EACH PERSON SHOWS FOR THE OTHER.

EVALUATION

USING STUDENTS' ANSWERS ON THE FOLLOWING EVALUATION SHEET AND OBSERVING STUDENTS' VERBAL AND WRITTEN RESPONSES, DETERMINE WHETHER PROGRESS HAS BEEN MADE TOWARDS MEETING LESSON OBJECTIVES. RECORD YOUR EVALUATIONS ON THE OBJECTIVES CHECKLIST FOR THIS LESSON (SEE UNIT EVALUATION CHECKLIST, PAGE 9).

LESSON #5 EVALUATION NAME _____

HIDDEN AMONG THE PEOPLE BELOW ARE THREE PERSONS WHO REALLY CARE ABOUT THEIR FRIENDS. CAN YOU IDENTIFY THEM FROM WHAT THEY ARE SAYING?

1. MY NEW FRIEND IS SUPER! HE LET'S ME PLAY WITH HIS COMPUTER WHEN I GO TO HIS HOUSE.

2. I'LL BE YOUR FRIEND IF YOU'LL GIVE ME SOME SNUFF.

3. I LIKE JOE A LOT, BUT HE NEVER HAS MONEY TO BUY ANY TAPES LIKE THE OTHER GUYS.

4. YOU GUYS CAN PLAY HOCKEY. I PROMISED TO SPEND SOME TIME WITH PAUL. HIS DAD'S IN THE HOSPITAL DOWN SOUTH.

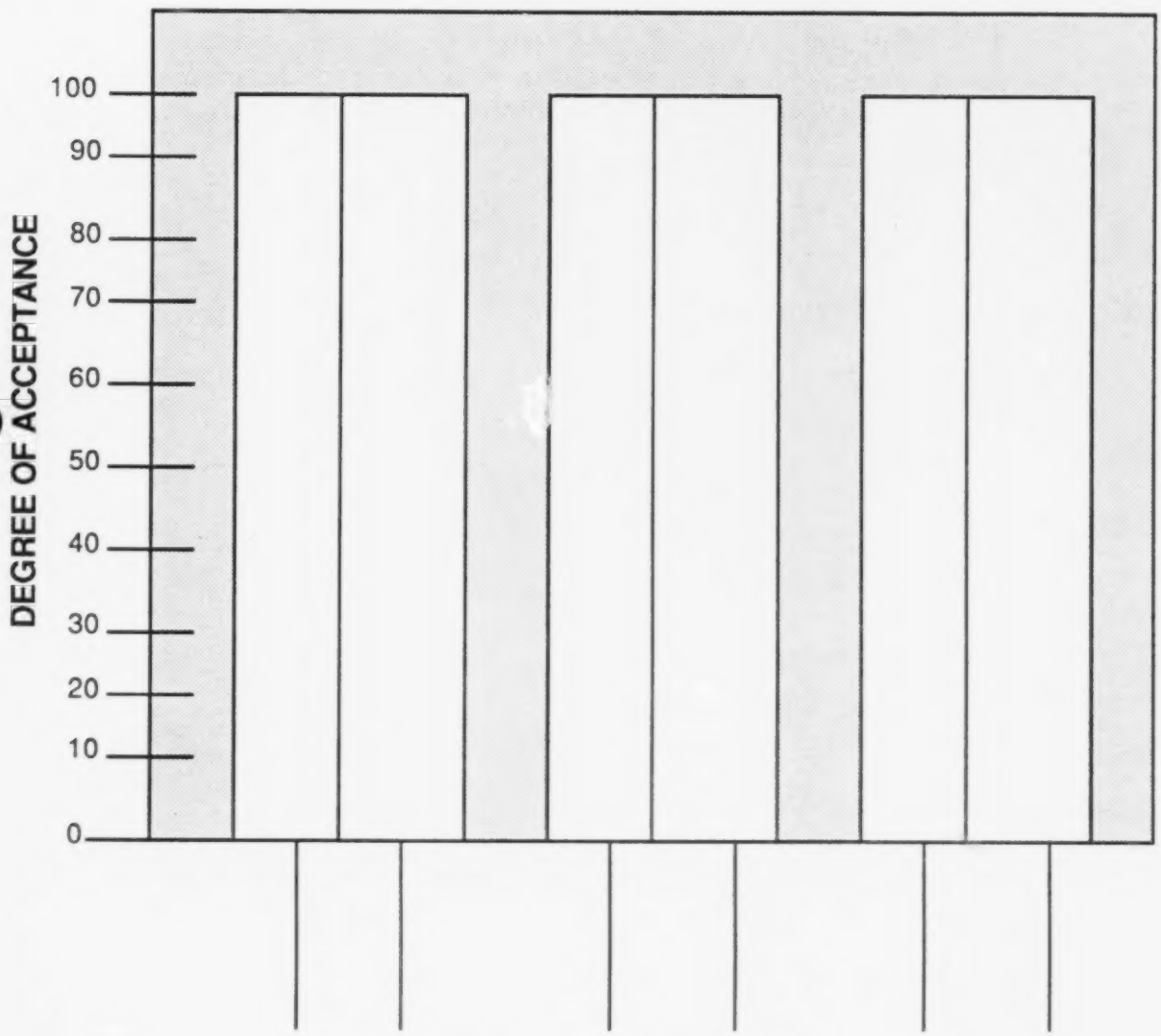
5. LET ME HELP YOU WITH YOUR MATH, SUSIE. YOU MISSED SO MUCH SCHOOL WHILE YOU WERE SICK, I KNOW YOU HAVE LOTS TO CATCH UP.

6. MOM, CAN YOU HELP ME BAKE SOME BANNOCK FOR ARCHIE? HE HAS BROKEN HIS LEG.

7. I KNOW YOU HELPED ME, ADA. BUT I CAN'T WALK HOME WITH YOU TONIGHT. I'M WALKING WITH JEANNIE.

THE FRIENDSHIP RATING GRAPH

THIS GRAPH IS USED TO RATE THE DEGREE OF ACCEPTANCE BETWEEN PAIRS OF INDIVIDUALS.



5-47

LESSON 6 OUR CHOICE OF FRIENDS IS VERY IMPORTANT

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT OUR CHOICE OF FRIENDS IS VERY IMPORTANT
- -BE ABLE TO LIST REASONS WHY OUR CHOICE OF FRIENDS IS IMPORTANT
- -BE ABLE TO STATE CONSEQUENCES OF SPECIFIC ACTIONS AND ASSOCIATIONS
- -BE ABLE TO GENERATE ALTERNATIVES
- -CONTINUE TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS BASED ON GREATER AWARENESS OF THE RELATIONSHIP BETWEEN THEIR CHOICE OF FRIENDS AND THEIR BEHAVIOURS
- -UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

CHOOSE APPROXIMATELY FIVE WORDS RELATED TO THE CONCEPT THAT CHOOSING FRIENDS IS VERY IMPORTANT FROM THE FEELINGS VOCABULARY LIST ON PAGES 14 AND 15. THESE WORDS CAN ALSO BE USED IN A SPELLING LIST FOR THE WEEK/DAY. ADDITIONAL VOCABULARY:

FRIENDSHIP	REASONABLE	INFLUENCE
HONEST	NEGATIVELY	RESPONSIBLE
POSITIVELY	ACCEPTANCE	DILEMMA

ENGLISH SENTENCE PATTERNS

WHAT IS FRIENDSHIP?

FRIENDSHIP IS _____.

HOW CAN A FRIEND INFLUENCE YOU POSITIVELY/NEGATIVELY?

A FRIEND CAN POSITIVELY/NEGATIVELY INFLUENCE YOU BY _____.

WHY IS OUR CHOICE OF FRIENDS IMPORTANT?

OUR CHOICE OF FRIENDS IS IMPORTANT BECAUSE _____.

RESOURCES

YOU AND YOUR FRIENDS STUDENT NOTEBOOK, LESSON #6

POSTERS RELATING TO FRIENDSHIP

EVALUATION SHEET - LESSON #6

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) DISPLAY A COLLECTION OF POSTERS AROUND THE ROOM ALL DEALING WITH THE IDEA OF FRIENDSHIP. HAVE THE STUDENTS WANDER AROUND THE ROOM AND STUDY THE ILLUSTRATION AND WORDS ON EACH POSTER. CHALLENGE THEM TO SELECT ONE POSTER WHICH APPEALS TO THEM IN SOME WAY.AFTER A FEW MINUTES DRAW THE STUDENTS TOGETHER AND HAVE THEM TALK ABOUT THEIR SELECTED POSTERS. GET THEM TO EXPRESS WHETHER THE APPEAL WAS IN THE PICTURE, THE WORDS OR BOTH.

b) SELECT STATEMENTS FROM A FEW POSTERS AND WRITE THEM ON THE BOARD. CHALLENGE THE STUDENTS TO TELL WHAT THEY ARE SAYING ABOUT FRIENDSHIP. DISCUSS THEIR RESPONSES AND RECORD THEM ON THE BLACKBOARD.

c) HAVE STUDENTS TURN TO PAGE 21-22 IN THE STUDENT NOTEBOOK. GUIDE THE STUDENTS' ATTENTION TO EACH PICTURE OR STATEMENT. FOR EACH STATEMENT LEAD THE STUDENTS TO SEE THAT THE MEANINGS MUST NOT BE TAKEN LITERALLY. THEY NEED TO GO DEEPER FOR A HIDDEN MESSAGE. HAVE STUDENTS MAKE SUGGESTIONS ABOUT WHAT THE STATEMENTS MEAN. WRITE SOME OF THE SUGGESTIONS ON THE BLACKBOARD.

NOTE: THIS IS TRUE MAINLY FOR THE TWO METAPHORS, "NO MAN" AND "BIRDS OF A FEATHER".

d) CONDUCT AN ACTIVITY INVOLVING CATEGORIZING VOCABULARY WORDS. THE TEACHER GIVES STUDENTS A KEY WORD (USING THE FEELINGS VOCABULARY LIST, THEIR VOCABULARY FOR THIS LESSON, AS WELL AS ANY WORDS THAT THEY HAVE LEARNED PREVIOUSLY) . THEY LISTEN TO A SERIES OF WORDS AND INDICATE WHICH ONES DO NOT BELONG IN THE SAME CATEGORY AS THE KEY WORD. E.G.,

FRIENDSHIP - CARING, UNDERSTANDING,IGNORE, RESPECT
TRUE ACCEPTANCE - RESPECT,"USING", CARING
POSITIVE INFLUENCE - HAPPY, HELPFUL, LIEING

e) FOLLOWING THE DISCUSSION, HAVE STUDENTS WRITE A ONE OR TWO SENTENCE EXPLANATION FOR EACH ITEM IN THE BOXES PROVIDED FOR QUESTION 1 IN THE STUDENT NOTEBOOK. AFTER THEY HAVE COMPLETED THE ASSIGNMENT, HAVE STUDENTS COMPARE THEIR RESPONSES IN SMALL GROUPS.

2. ASK THE STUDENTS TO TELL ABOUT THE PEOPLE WHO HELP THEM MAKE DECISIONS IN THEIR DAILY LIVES. ENCOURAGE THEM TO TELL WHO THE PERSONS ARE AND WHAT DECISIONS THE PERSONS HELP MAKE. E.G.,
-MY FATHER HELPS ME DECIDE WHAT RIFLE TO USE ON CARIBOU.
-MY FRIEND, BILL, HELPS ME DECIDE WHAT GYM SHOES TO BUY.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3.

a) THE TEACHER MODELS THE FOLLOWING SENTENCE PATTERNS BY ASKING THE QUESTION AND THEN ANSWERING IT , FILLING IN THE BLANKS WITH CORRECT/INCORRECT ENDINGS. THE STUDENTS SAY WHETHER THEY ARE CORRECT OR INCORRECT AND THEN SUPPLY THE CORRECT ENDINGS USING THE SENTENCE PATTERN FOR THOSE WHICH ARE INCORRECT.

TEACHER - WHAT IS FRIENDSHIP?
TEACHER - FRIENDSHIP IS WHEN TWO PEOPLE ARE PHYSICALLY FIGHTING.
STUDENT - FRIENDSHIP IS WHEN TWO PEOPLE ARE HELPING EACH OTHER.

b) ASK EACH STUDENT TO WRITE A DEFINITION FOR FRIENDSHIP ON A SLIP OF PAPER. HAVE THEM USE THE SENTENCE PATTERNS;
WHAT IS FRIENDSHIP? FRIENDSHIP IS _____.

c) AFTER THEY HAVE FINISHED, GUIDE THEM TO SHARE THEIR DEFINITIONS WITH THE REST OF THE CLASS. ANY DEFINITION WOULD BE ACCEPTABLE, BUT THOSE STUDENTS WHO ARE UNABLE TO CREATE ONE COULD BE GUIDED INTO WRITING ONE SIMILAR TO THE FOLLOWING:
-FRIENDSHIP IS A SPECIAL RELATIONSHIP BETWEEN TWO INDIVIDUALS WHO ENJOY BEING TOGETHER, WHO RESPECT EACH OTHER AND WHO LIKE SHARING THE SAME EXPERIENCES.
RECORD ALL THE DEFINITIONS ON SENTENCE STRIPS AND DISPLAY ON THE BLACKBOARD.

4.

a) USING A DEFINITION SUCH AS THE ABOVE AS A GUIDE, ASK THE STUDENTS TO SUGGEST WHETHER FRIENDS COULD INFLUENCE EACH OTHER AND IF SO, IN WHAT WAYS. LEAD THEM TO CONCLUDE THAT FRIENDS COULD INFLUENCE THEM BOTH POSITIVELY AND NEGATIVELY. USING THE SENTENCE PATTERN HAVE ONE STUDENT QUESTION ANOTHER STUDENT WHO GIVES THE APPROPRIATE ANSWER. THEN THAT STUDENT QUESTIONS ANOTHER STUDENT. CONTINUE UNTIL ALL STUDENTS HAVE HAD THE CHANCE TO GIVE IDEAS FOR A GIVEN SITUATION, THEN START AGAIN WITH A NEW SITUATION.

1ST STUDENT - HOW CAN A FRIEND INFLUENCE YOU POSITIVELY/NEGATIVELY?

2ND STUDENT - A FRIEND CAN POSITIVELY/NEGATIVELY INFLUENCE YOU BY _____.

2ND STUDENT - HOW CAN A FRIEND INFLUENCE YOU POSITIVELY/NEGATIVELY?

3RD STUDENT - A FRIEND CAN POSITIVELY/NEGATIVELY INFLUENCE YOU BY_____.

E.G.,
-THE TYPE OF CLOTHING YOU WEAR
-THE GAMES YOU MAY PLAY
-YOUR CHOICE OF SNACKS
-THE THINGS YOU DO
-HOW YOU BEHAVE

THESE RESPONSES CAN BE RECORDED BY PUTTING THE SENTENCES IN A CHART:

POSITIVELY	NEGATIVELY
A FRIEND CAN POSITIVELY INFLUENCE YOU BY: - DOING HER/HIS HOMEWORK.	A FRIEND CAN NEGATIVELY INFLUENCE YOU BY: -NOT PAYING FOR HIS/HER CIGARETTES.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

4.(CONT'D)

b) GUIDE THE STUDENTS TO PAGE 23 OF THE STUDENT NOTEBOOK AND POINT OUT QUESTION 2 a AND b. LET THEM COMPLETE THE ACTIVITY INDEPENDENTLY.

c) ON COMPLETION HAVE VOLUNTEERS SHARE THEIR RESPONSES, AND LEAD THE STUDENTS TO CONCLUDE THAT BECAUSE FRIENDS MAY INFLUENCE US, IT IS IMPORTANT WHO WE CHOOSE AS OUR FRIENDS.

5.

a HAVE THE STUDENTS READ THE ANECDOTE ON PAGE 24 OF THE STUDENT NOTEBOOK. GET THEM TO STATE WHAT MARIA'S DILEMMA IS. LET THEM ANALYZE THE SITUATION IN SMALL GROUPS AND GENERATE A NUMBER OF ALTERNATIVES WHICH MARIA MIGHT HAVE.

b) BACK IN A LARGE GROUP LET THE STUDENTS STATE THE ALTERNATIVES AND WRITE THEM ON THE BOARD. LET THEM COME TO A CONSENSUS AS TO THE MOST REASONABLE ALTERNATIVE THAT MARIA MIGHT HAVE CHOSEN.

c) ASK THEM TO EXPLAIN WHY IT WOULD BE DIFFICULT FOR MARIA TO MAKE THAT DECISION. LEAD THEM TO CONCLUDE THAT IT WAS BECAUSE OF MARIA'S FRIEND. GET THE STUDENTS TO THINK ABOUT WHAT KIND OF PERSON MARIA'S FRIEND WAS. LET THEM FIND CLUES IN THE STORY AND FROM THE FACT THAT MARIA CANNOT MAKE A REASONABLE AND HONEST DECISION BECAUSE OF HER FRIEND. SUMMARIZE THE DISCUSSION USING THE SENTENCE PATTERN THAT WAS DEVELOPED IN CD/LE/LP #4a.

d) LET THE STUDENTS WRITE THEIR DESCRIPTION OF WHAT KIND OF PERSON MARIA'S FRIEND WAS LIKE IN THE SPACE PROVIDED FOR QUESTION 3 a IN THE STUDENT NOTEBOOK.

e) THE STUDENTS SHOULD THEN BE ABLE TO WORK INDEPENDENTLY ON 3 b AND c. HAVE THEM COMPARE AND DISCUSS RESPONSES IN SMALL GROUPS.

f) USING SENTENCE PATTERNS, PUT THIS QUESTION ON THE BLACKBOARD:

"WHY IS OUR CHOICE OF FRIENDS IMPORTANT?"

AND THEN PUT UP THE SENTENCE STRIP:

OUR CHOICE OF FRIENDS IS IMPORTANT BECAUSE _____.

HAVE SMALL GROUPS OF STUDENTS BRAINSTORM AND MAKE UP WORD STRIPS TO FINISH THE SENTENCE:

OUR CHOICE OF FRIENDS IS IMPORTANT BECAUSE THEY CAN INFLUENCE US

THEY CAN SHOW US BAD OR GOOD BEHAVIOUR

g) HAVE EACH GROUP DISPLAY THEIR SENTENCE STRIPS. ONE STUDENT CAN ASK THE QUESTION AND ANOTHER STUDENT CAN ANSWER. CHANT THE RESPONSES AND DISPLAY THE SENTENCE STRIPS.

h) THEN HAVE THE STUDENTS COMPLETE QUESTION 3 d IN THE STUDENT NOTEBOOK INDEPENDENTLY. LET THEM USE THE SENTENCE STRIPS AS EXAMPLES.

APPLICATION

1.

a) THE STUDENTS CAN CREATE COMMERCIALS IN WHICH THEY ADVERTISE FOR A FRIEND. THESE MAY BE TAPED USING RADIO OR T.V. "VOICE" AND PLAYED BACK FOR OTHERS TO SHARE.

b) IN THE SAME WAY **WANT ADS, BUMPER-STICKERS, GREETING CARD VERSES, BUTTONS** AND **BADGES** COULD BE DEVELOPED EXPRESSING IDEAS ABOUT FRIENDS AND FRIENDSHIPS.

2. ENCOURAGE STUDENTS TO WORK IN GROUPS TO CREATE AN ENCYCLOPAEDIA OF FRIENDSHIP. THEY MAY USE PICTURES FROM MAGAZINES TO ILLUSTRATE KEY IDEAS RELATING TO FRIENDSHIP: ATTITUDE, ACTION, BEHAVIOUR, BEST FRIEND, CHARACTER, CARING ETC. THE PICTURES AND TEXTS COULD BE PASTED ON LOOSE PAGES WHICH COULD BE PUT TOGETHER IN ALPHABETICAL ORDER IN A RING BINDER.

3. HAVE THE STUDENTS CREATE FRIENDSHIP RECIPES. FOR EXAMPLE, IN A "RECIPE FOR FAILURE IN FRIENDSHIP" THEY MAY MIX A DASH OF ANGER, WITH 20 G OF UNKINDNESS, 15 G OF RUDENESS, ... HAVE THEM THINK OF FEELINGS LIKE: TRUST, SELFISHNESS, COOPERATION, CARING, ENVY, FEAR, MISTRUST, ETC. AND HAVE THEM CREATE VARIOUS TYPES OF RECIPES.

4. SIMILARLY, STUDENTS COULD CREATE WANTED POSTERS IN WHICH THEY DESCRIBE INDIVIDUALS IN THE CLASSROOM IN POSITIVE WAYS. THEY MAY USE A PHOTOGRAPH OR DRAWING OF THE PERSON TO ILLUSTRATE THE WANTED POSTERS. THE POSTERS COULD THEN BE DISPLAYED ON A BULLETIN BOARD ENTITLED, "WANTED FOR A FRIEND".

EVALUATION

USING THE STUDENTS' ANSWERS TO THE FOLLOWING EVALUATION SHEET AND OBSERVING STUDENT VERBAL AND WRITTEN RESPONSES, DETERMINE WHETHER PROGRESS HAS BEEN MADE TOWARDS MEETING LESSON OBJECTIVES. RECORD YOUR EVALUATIONS ON THE OBJECTIVES CHECKLIST FOR THIS LESSON (SEE UNIT EVALUATION CHECKLIST, PAGE 9).

LESSON #6 **EVALUATION** NAME _____

1. READ THE FOLLOWING SITUATION THEN ANSWER THE QUESTIONS.

YOU SEE A FRIEND STEAL A CHOCOLATE BAR ON WORK EXPERIENCE. HE KNOWS THAT YOU ARE AWARE THAT HE HAS BEEN DISHONEST. HE DOES NOT EXPECT YOU TO TELL THE BOSS.

A. CIRCLE THE CORRECT WORD IN THE BRACKETS.

a) YOUR FRIEND (DID, DIDN'T) DO ANY WRONG.
b) YOU (WOULD, WOULDN'T) TELL ON YOUR FRIEND.
c) YOUR FRIEND (TRUSTS, DOESN'T TRUST) YOU.
d) YOU (TRUST, DO NOT TRUST) YOUR FRIEND.
e) YOUR FRIEND (IS, ISN'T) USING YOU.

B ANSWER THE FOLLOWING QUESTIONS.

a) IF SOMEONE HAD SEEN YOUR FRIEND AND TOLD THE BOSS, WOULD YOU HAVE STOOD UP FOR YOR FRIEND? _____

WHY OR WHY NOT?_____

_____

_____

b) IF YOU HAD SEEN SOMEONE ELSE, WHO WAS NOT YOUR FRIEND, WOULD YOU HAVE TOLD THE BOSS? _____

WHY OR WHY NOT?_____

_____

_____

c) WOULD YOU STEAL ON WORK EXPERIENCE?_____

WHY OR WHY NOT?_____

_____

_____

_____

LESSON 7 YOU ARE YOUR OWN BEST FRIEND. YOU HAVE TO LIVE WITH AND ACCEPT YOURSELF.

OBJECTIVES

STUDENTS WILL:

- -UNDERSTAND THAT ULTIMATELY YOU ARE YOUR OWN BEST FRIEND BECAUSE YOU HAVE TO LIVE WITH AND ACCEPT YOURSELF
- -UNDERSTAND THAT IT IS NOT NECESSARY TO GIVE IN TO "PEER PRESSURE TACTICS"
- -PREDICT CONSEQUENCES OF STATED ACTIONS
- -CONTINUE TO DEVELOP A SENSE OF RESPONSIBILITY FOR THEIR ACTIONS BASED ON GREATER AWARENESS OF THE FACT THAT ULTIMATELY THEY ARE THE ONLY ONES RESPONSIBLE FOR THESE ACTIONS
- -UNDERSTAND AND USE THE VOCABULARY RELATED TO THIS LESSON

ENGLISH VOCABULARY

CHOOSE APPROXIMATELY FIVE WORDS RELATED TO FEELING GUILTY FROM THE FEELINGS VOCABULARY LIST ON PAGES 14 AND 15. THESE WORDS CAN ALSO BE USED IN A SPELLING LIST FOR THE WEEK/DAY. ADDITIONAL VOCABULARY:

"PEER PRESSURE TACTICS"	ALONE	LONELY
CONSEQUENCES	SITUATION	

ENGLISH SENTENCE PATTERNS

HOW DO YOU/DOES HE FEEL WHEN YOU DO SOMETHING YOU KNOW IS WRONG?
I/HE FEEL(S) _____.

WHEN MIGHT SHE/YOU FEEL ALONE/LONELY?
SHE/YOU MIGHT FEEL ALONE/LONELY WHEN _____.

HOW CAN YOU BE YOUR OWN BEST FRIEND?
I CAN BE MY OWN BEST FRIEND BY _____.

RESOURCES

YOU AND YOUR FRIENDS STUDENT NOTEBOOK, LESSON #7

SONG - "SHILO" BY NEIL DIAMOND ON JUST FOR YOU ALBUM

BOOK - THE FOX AND THE CROW BY AESOP

PLAY -"JUST TELL ME: WHY ...?" IN THE BOOK - DOUBLE ACTION PLAY BOOK, DIRECTOR-MEL CEBULASH

EVALUATION WORKSHEET - LESSON #7

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

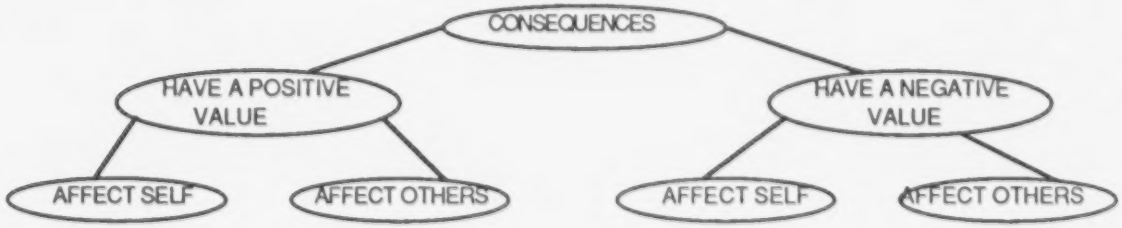
1.

a) NARRATE THE FABLE "THE FOX AND THE CROW" WHILE THE STUDENTS LISTEN TO IDENTIFY:
   -WHAT THE CROW DID
   -THE RESULT OF HER DEED
   -THE LESSON OR MORAL OF THE FABLE

b) AFTER A DISCUSSION ON THE ABOVE, TELL THE STUDENTS THAT THE RESULTS OR EFFECTS OF ONE'S ACTIONS ARE KNOWN AS CONSEQUENCES. LEAD THEM TO SUGGEST OTHER CONSEQUENCES THAT COULD COME FROM WHAT THE CROW DID IN THE STORY. WRITE THE STUDENTS' SUGGESTIONS ON THE BOARD, E.G.,
   -SHE WENT WITHOUT SUPPER
   -HER FAMILY HAD NO FOOD
   -HER FRIENDS THOUGHT SHE WAS FOOLISH
   -SHE FELT BADLY ABOUT HERSELF
   -SHE PLANNED TO GET EVEN WITH THE FOX
   -SHE MADE UP HER MIND NOT TO BE TRICKED AGAIN, ETC.

c) NEXT, GUIDE THE STUDENTS TO CONCLUDE THAT THE CONSEQUENCES OF OUR ACTIONS MAY BE NEGATIVE OR POSITIVE AND MAY ALSO AFFECT THOSE AROUND US. ASK THEM TO IDENTIFY CONSEQUENCES FROM THE LIST THAT:
   -CONCERN THE CROW ALONE
   -CONCERN THE CROW AND OTHERS
   -CONCERN OTHERS ALONE
   -HAVE POSITIVE VALUE
   -HAVE NEGATIVE VALUE

   A CHART SIMILAR TO THE ONE BELOW COULD BE USED TO ORGANIZE THE CONSEQUENCES; DRAW CHART ON THE BOARD.



d) DIRECT THE STUDENTS TO THE STUDENT NOTEBOOK, LESSON #7. HAVE THEM FORM SMALL GROUPS TO TALK ABOUT THE SITUATION IN QUESTION 1a. SUGGEST TO THEM THAT THEY MAY USE THE CHART ON THE BOARD TO HELP THEM THINK OF CONSEQUENCES FOR EACH SITUATION.

e) HAVE THE STUDENT RETURN FROM THE SMALL GROUPS AND COMPLETE 1 a AND b IN THE STUDENT NOTEBOOK INDEPENDENTLY.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

2.

a) DISCUSS WITH STUDENTS HOW THEY WOULD HAVE FELT IF THEY HAD DONE ANY OF THE THINGS IN #1a IN THE STUDENT NOTEBOOK. HELP STUDENTS FIND WORDS TO EXPRESS THESE FEELINGS FROM THE VOCABULARY LIST.

b) ASK STUDENTS A SERIES OF A QUESTIONS USING THE SENTENCE PATTERN. STUDENTS ANSWER THE QUESTION IN A SENTENCE USING WORDS FROM THE VOCABUALRY LIST. THE OTHER STUDENTS LISTEN TO MAKE SURE THAT THE ENDINGS ARE APPROPRIATE:

TEACHER - HOW DO YOU FEEL WHEN YOU DO SOMETHING YOU KNOW IS WRONG?
TEACHER - I FEEL GUILTY.
STUDENT - I FEEL ASHAMED.

c) THEN HAVE THE STUDENTS ANSWER QUESTION 2 IN THE STUDENT NOTEBOOK INDEPENDENTLY USING THE SENTENCE PATTERNS.

d) AFTER THE STUDENTS HAVE COMPLETED THE INDEPENDENT WORK, HAVE THEM AGAIN GET INTO GROUPS TO COMPARE AND DISCUSS THEIR RESPONSES. THEY SHOULD CONCLUDE THAT WHEN WE DO SOMETHING THAT WE KNOW IS WRONG, THERE MAY BE CONSEQUENCES FOR OTHERS, BUT WE USUALLY FEEL BADLY ABOUT OURSELVES EVEN IF WE WON'T ADMIT IT TO ANYONE ELSE.

3.

a) LEAD THE STUDENTS INTO UNDERSTANDING THE DIFFERENCE BETWEEN THE MEANINGS OF **ALONE** AND **LONELY**. GUIDE THEM TO SEE THAT ALONE MEANS "APART FROM OTHERS". ELICIT FROM THE STUDENTS THAT THIS MAY NOT MEAN PHYSICALLY, BUT APART IN MIND AND THOUGHT.
LONELY, ON THE OTHER HAND, SUGGESTS A "FEELING OF BEING ALONE AND LONGING FOR COMPANY". FOR A PERSON WHO IS LONELY, A VISIT BY A FRIEND COULD MAKE THAT PERSON FEEL BETTER.

b) HAVE THE STUDENTS CREATE SENTENCES ORALLY, USING THE RELATED SENTENCE PATTERNS, TO SHOW A DISTINCTION IN THE MEANINGS OF THE TWO WORDS.

TEACHER - STUDENT -

WHEN MIGHT YOU/HE FEEL ALONE? I/HE MIGHT FEEL ALONE WHEN _____.

TEACHER - STUDENT -

WHEN MIGHT YOU/SHE FEEL LONELY? I/SHE MIGHT FEEL LONELY WHEN _____.

E.G.,
THE WEARY TRAVELLER MIGHT FEEL ALONE WHEN SITTING BY HIMSELF IN A CORNER OF THE CROWDED AIRPORT.
I MIGHT FEEL LONELY WHEN I AM SICK IN BED.

c) DIRECT THE STUDENTS' ATTENTION TO PAGE 26 OF THE STUDENT NOTEBOOK. HAVE THEM READ THE POEM AT THE TOP OF THE PAGE SILENTLY. THEN HAVE VOLUNTEERS READ IT OUT ORALLY AS THE REST OF THE CLASS LISTENS.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3.(CONT'D)

d) GUIDE THE STUDENTS INTO A DISCUSSION OF THE MEANING OF THE POEM. LET THEM SEE THAT THE POEM ASKS A QUESTION. CHALLENGE THEM TO PROVIDE AN ANSWER TO THAT QUESTION. WRITE SOME RESPONSES ON THE BOARD.

HAVE STUDENTS RECALL THE MEANING OF "ALONE"; THEN HAVE THEM SUGGEST REASONS WHY THE POET COULD FEEL THIS WAY. LET THEM COMPARE THE RESPONSES THEY GIVE WITH THOSE WRITTEN ON THE BOARD AS ANSWERS TO THE POET'S QUESTION. AS A RESULT OF THIS DISCUSSION, STUDENTS MIGHT BE LED TO CONCLUDE THAT THE POET MIGHT FEEL ALONE BECAUSE:

-SHE DOES NOT KNOW ANYONE ELSE IN THE GYM
-HER BEST FRIEND IS NOT WITH HER, AS SHE USUALLY IS
-SHE DOES NOT LIKE THE OTHER STUDENTS WHO ARE THERE
-THE OTHER STUDENTS DO NOT LIKE HER
-SHE DOES NOT LIKE THE WAY THE OTHER STUDENTS ARE BEHAVING
-SHE WANTS TO THINK, ETC.

e) AFTER THIS DISCUSSION, HAVE THE STUDENTS INCORPORATE SOME OF THE RESPONSES IN AN EXPLANATORY PARAGRAPH WHICH ANSWERS QUESTION 3 a.

f) AFTER REMINDING STUDENTS OF THE MEANING OF **ALONE**, THEY MAY BE ABLE TO WRITE SITUATIONS AS COMPLETION FOR THE POEM IN b. HAVE THEM SHARE THEIR IDEAS WITH THE REST OF THE CLASS.

4.

a) ELICIT FROM THE STUDENTS THE IDEA THAT OUR FRIENDS MAY INFLUENCE US BOTH NEGATIVELY AND POSITIVELY. GET THEM TO RECOUNT OCCASIONS WHEN SOMEONE TRIED TO INFLUENCE THEM NEGATIVELY, BUT BECAUSE THEY WANTED TO FEEL GOOD ABOUT THEMSELVES, THEY DID NOT GO ALONG.

b) USE THE EXPERIENCES RELATED BY THE STUDENTS TO HELP THEM UNDERSTAND THE PROVERB, "TO THINE OWN SELF BE TRUE". HAVE THE STUDENTS THINK ABOUT THE SAYING IN TERMS OF:

-LIKING ONE'S SELF
-HAVING A CLEAR CONSCIENCE
-MAKING GOOD JUDGEMENTS
-NOT LETTING OTHERS INFLUENCE YOU
-BEING ABLE TO "HOLD YOUR HEAD UP HIGH"
-UNDERSTANDING YOURSELF
-BEING RESPONSIBLE FOR YOUR ACTIONS, ETC.

REVIEW THE DISCUSSION BY HAVING PAIRS OF STUDENTS TAKE TURNS ASKING AND ANSWERING THE FOLLOWING QUESTION USING THE SENTENCE PATTERN:

"HOW CAN YOU BE YOUR OWN BEST FRIEND?"

I CAN BE MY OWN BEST FRIEND BY _____.

AS A CLASS BRAINSTORM MORE IDEAS AND RECORD ON THE BLACKBOARD USING THE SENTENCE PATTERNS.

APPLICATION

1.

a) STUDENTS MAY THEN BE ABLE TO USE IDEAS GAINED FROM THE PREVIOUS DISCUSSIONS TO HELP THEM RESPOND INDEPENDENTLY TO QUESTIONS 4 AND 5 ON PAGE 27 OF THE STUDENT NOTEBOOK.

b) AFTER THE STUDENTS HAVE FINISHED, HAVE SOME OF THEM SHARE THEIR RESPONSES WITH THE REST OF THE CLASS.

2. HAVE THE STUDENTS LISTEN TO NEIL DIAMOND'S SONG "SHILO". LET THEM TALK ABOUT THE LYRICS AND ANY MESSAGE IT MIGHT HAVE FOR THEM.

3. ENCOURAGE THEM TO DESIGN T-SHIRTS, BUTTONS, BUMPER-STICKERS, ETC. TO STRESS THE MESSAGE THAT YOU ARE YOUR OWN BEST FRIEND.

4.

a) HAVE THE STUDENTS READ THE PLAY, "JUST TELL ME: WHY ...?" AND THEN ACT IT OUT.

b) THE STUDENTS COULD USE THEIR FRIENDSHIP RATING GRAPHS FROM LESSON #5 TO DISCUSS THE CHARACTERS IN THE PLAY.

EVALUATION

USING STUDENT ANSWERS TO THE FOLLOWING EVALUATION SHEET AND OBSERVING STUDENT VERBAL AND WRITTEN RESPONSES, DETERMINE WHETHER PROGRESS HAS BEEN MADE TOWARDS MEETING LESSON OBJECTIVES. RECORD YOUR EVALUATIONS ON THE OBJECTIVES CHECKLIST FOR THIS LESSON (SEE UNIT EVALUATION CHECKLIST, PAGE 9).

LESSON #7 EVALUATION NAME _____

HERE IS A CHECKLIST WHICH TRIES TO FIND OUT HOW FRIENDLY YOU ARE TO YORSELF. READ EACH STATEMENT THEN RATE YOURSELF ON A SCALE OF 1 TO 5 (FROM VERY MUCH TO VERY LITTLE) ON EACH ITEM.

HIGH MEDIUM LOW

1. BEING POPULAR IS IMPORTANT TO ME.

   1 2 3 4 5

2. I CARE FOR AND RESPECT MY FRIENDS.

   1 2 3 4 5

3. I UNDERSTAND MYSELF.

   1 2 3 4 5

4. I FEEL GOOD ABOUT MYSELF.

   1 2 3 4 5

5. MY FRIENDS INFLUENCE ME.

   1 2 3 4 5

6. I HAVE GOOD JUDGEMENT.

   1 2 3 4 5

7. PEOPLE CAN TRUST ME.

   1 2 3 4 5

8. I AM RESPONSIBLE FOR MY OWN ACTIONS.

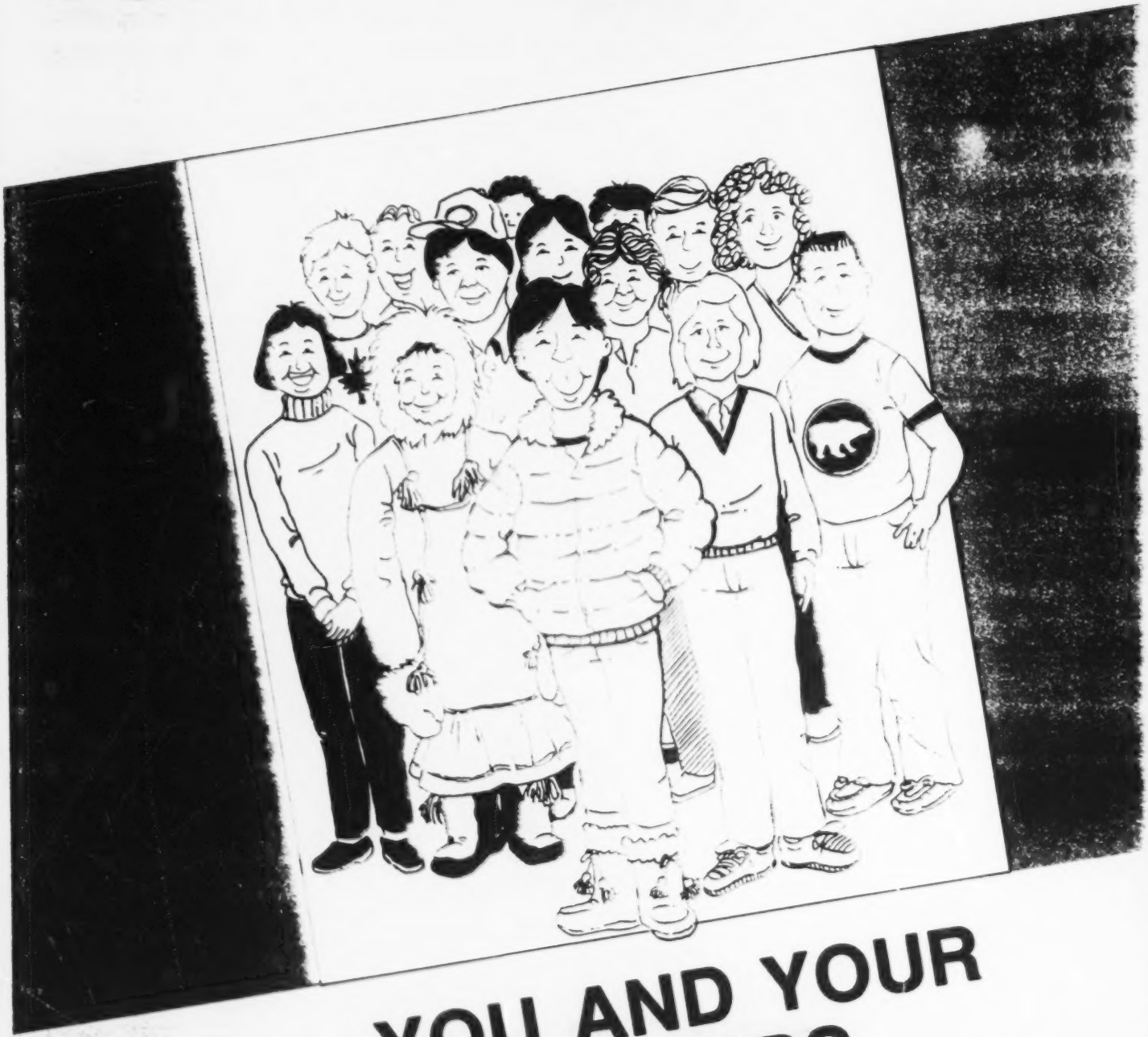
   1 2 3 4 5

9. I THINK ABOUT THE CONSEQUENCES OF MY ACTIONS.

   1 2 3 4 5

10. I TRY TO INFLUENCE OTHERS POSITIVELY.

    1 2 3 4 5



YOU AND YOUR FRIENDS

A STUDENT NOTEBOOK

1987

BEST COPY AVAILABLE

Northwest Territories Education

YOU AND YOUR FRIENDS

DEVELOPED BY STEVE BARRS AND CAROLA LANE, VALUES EDUCATION CONSULTANTS

THE HAMILTON BOARD OF EDUCATION

GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE

FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. THE STORY IN LESSON ONE HAS BEEN REWRITTEN AND THE QUESTIONS HAVE BEEN CHANGED ACCORDINGLY. EVERY ATTEMPT HAS BEEN MADE TO ENSURE THAT THE MATERIALS ARE FREE OF BIAS, PREJUDICE OR DESCRIMINATION OF ANY NATURE.

REVISION BY:
KATHLEEN E. PURCHASE
RESEARCH WRITER

LANGUAGE DEVELOPMENT EDITOR:
CATHY MCGREGOR

ORIGINAL GRAPHICS REPLACED WITH
APPROPRIATE NORTHERN ILLUSTRATIONS BY:
FRANCIS MERCREDI

EDITOR:
BARBARA HALL
PROGRAM SPECIALIST, ALTERNATIVE PROGRAMS

ALTERNATIVE SCHOOL PROGRAMS
DEPARTMENT OF EDUCATION
GOVERNMENT OF THE NWT
1987

LESSON ONE	EVERYONE WANTS TO FEEL LOVED AND ACCEPTED	1
LESSON TWO	SOMETIMES WE ACT IN A PARTICULAR WAY TO BE ACCEPTED BY OTHERS	8
LESSON THREE	SOMETIMES PEOPLE USE OUR NEED TO BE ACCEPTED TO MAKE US BEHAVE A CERTAIN WAY	12
LESSON FOUR	PEOPLE MIGHT NOT ACCEPT US, EVEN IF WE DO WHAT WE THINK THEY WANT US TO	15
LESSON FIVE	PEOPLE WHO ACCEPT US ONLY BECAUSE WE DO WHAT THEY WANT US TO DON'T REALLY ACCEPT US	18
LESSON SIX	OUR CHOICE OF FRIENDS IS VERY IMPORTANT	21
LESSON SEVEN	YOU ARE YOUR OWN BEST FRIEND, YOU HAVE TO LIVE WITH AND ACCEPT YOURSELF	25

LESSON ONE

EVERYONE WANTS TO FEEL LOVED AND ACCEPTED

1

READ THE STORY, "ANNIE'S GIFT, " BY CAROLYN POGUE CZARNECKI

Willy was stiff and cold and tired - and mad. Nothing about today was right. The fire had gone out and he'd wakened half-frozen. The water in the pail, of course was a block of ice. The ravens had danced on his roof half the night. He'd yelled curses through the log roof for a while, and finally got up to fire a few ice balls at them. He'd missed, of course.

Now, half-way to town, the binding on his left snow shoe, frozen stiff, snapped. He would have to walk the rest of the way. He'd have stayed in bed all day, but this was the end of the month. He made the trek into town the end of every month. Willy was a creature of habit.

Once a month, twelve times every year, Willy made the twenty kilometre journey. In rain, snow, wind or sun, Willy went. He'd pick up his pension cheque at the Post Office, a few supplies at the Bay and growl hello to the two or three people who insisted on talking to him. He'd have a cup of coffee and piece of berry pie at the cafe, then high-tail it back to the bush. Back to the silence and loneliness of his one-room shack. Back where he belonged.

This day he had to wait for the binding on his snow shoe to be fixed. And that's why he spent a little longer in town than usual. He wasn't really trying to spend extra time in the warm, friendly cafe that smelled of warm cinnamon buns and coffee, he told himself. And he wasn't looking for company. Why, he'd spent the last fifty years alone in the bush for good reason - he liked it that way.

He was right in the middle of a good, strong string of curses when he pushed open the cafe door. He stopped mid-way when he saw her standing by the counter.

Willy thought poetry was sissy stuff, and he'd never gone to school more than three years in all his long life, but it seemed the sun rose in that face and he wished he knew some words to say it. She wasn't just smiling with her mouth. Her eyes, her cheeks, her whole body seemed to be smiling. And the smile was meant for him.

He stopped his curse, straightened his old, stooped shoulders as well as he could, looked away from the girl and walked in. When she came to his table, he didn't look up.

"Give me a ...." but the sentence hung in the air like laundry on the line at forty below. His coffee, with just the right amount of cream, was put in front of him, along with a piece of fresh berry pie.

2

He looked up suspiciously. "Here you are, Willy," she said, and again, the dazzling smile that the poor old man felt from the roots of his wispy white hair to the soles of his calloused old feet.

"How'd you .....?" he began, his voice hoarse from lack of exercise.

"You come in the last of every month" she said, sitting down across from him, "and you always order the same thing. I been here three months. I know."

Willy sipped his coffee for long moments, trying to think of something to say. It was years since he'd had a real conversation with anyone. He couldn't remember how to do it. Annie sat quietly and looked at the old fellow.

His hair, what there was of it, was too long, and snowy white in contrast to his leathery old face. His beard was a tangle of scruffy wire. His parka was worn, and had grease stains all over it. But it was his eyes that caught Annie's attention. Mostly, Willy kept them down, but whenever he looked up he seemed to have a hard time keeping them still. It was as if he were watching a small, quick butterfly darting around, or as if he were afraid to look at her directly. She wondered what secret pain his eyes might be trying to hide.

"Name?" he asked quietly.

"Annie," she answered. "And you're Willy and you're seventy-five years old and you growl at people and the town thinks you're crazy."

"So?"

"So - I been watching you come and go through town since I was six years old. Ten whole years," she said thoughtfully. "I always wondered if you could talk."

"So?"

"So now I know you can. What do you do out there in the bush all alone?"

"Prospect."

"That's what they say in town. I was just checking." She poured him more coffee.

Summer came, with all its spendor and sunny nights and laughing, school-free children. In years past, Willy hated summer. The bugs, he said, made him crazy. This summer though, they didn't seem to bother him as much. He even made an extra trip to town in August, just for the pleasure of the walk, he told himself. He wouldn't admit even to himself that he wanted to see Annie's beautiful smile. As an excuse, he took her an old tattered copy of a book he liked, "Pilgrim's Progress."

"Had to come in for extra supplies," he told her. "I thought you said you liked reading. So - here." He was so flustered and embarassed he didn't even stay for coffee. He thumped the book on the counter and walked all the way back to his shack in the bush.

Of course the cook at the cafe teased Annie about him, and some of the customers, but Annie didn't care. She liked the old man and he liked her. Even pretty sixteen-years-olds like to talk about things other than boys and skidoos and rock stars sometimes. She loved it when Willy told her tales about when he was young, or told her stories he'd read. He was able to paint pictures in her mind of faraway places and faraway people.

Once Annie asked him why he'd never married. His face seemed to change before her eyes. He became younger, his wrinkles seemed to iron themselves out. His eyes sparkled and he smiled as he looked steadily at her.

"She died," he said, "but oh! she was a beauty - from the inside out. And Annie she could dance all night long without sitting down once." And then he fell silent, and Annie, not knowing what to say, poured him another cup of coffee and just sat quietly with him until he was more himself again.

Willy decided not to wait until the end of December to make the trip to town, but to go in on Christmas Eve. He knew Annie would be working in the afternoon, he'd asked her in November - the same day he bought the razor blades and new shirt.

He was up early on the twenty-fourth, and he smiled when he looked up and saw the Northern Lights dancing across the dark morning sky. Even in snow shoes his feet felt light.

But Willy didn't make it all the way to town. They found his body on the trail, frozen. He had a leather pouch full of gold nuggets in his parka pocket with a note. All it said was, "Annie, who loved me."

the end

1 a AT THE BEGINNING OF THE STORY, WHAT WAS WILLY LIKE?

4

b WHAT DID THE COMMUNITY SAY ABOUT WILLY?

c WHY WAS WILLY RELUCTANT TO TALK TO ANNIE?

d WHAT DID WILLY MEAN, "SHE WAS A BEAUTY- FROM THE INSIDE OUT."?

e HOW DID ANNIE MAKE WILLY'S LAST YEAR PLEASANT?

f DO YOU THINK THE TITLE "ANNIE'S GIFT" IS A GOOD ONE FOR THIS STORY?

YES ☐ NO ☐

WHY?

g EXPLAIN HOW THIS POSTER FITS THE STORY.

h WRITE A JOURNAL FOR WILLY OR A STORY OF YOUR OWN ABOUT THE POWER OF LOVE.

6

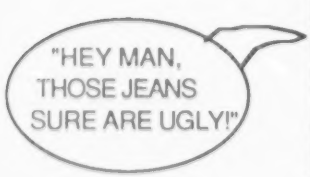
2a DRAW A CARTOON THAT SHOWS THAT EVERYONE NEEDS TO FEEL LOVED AND ACCEPTED.

b WHAT IS HAPPENING IN YOUR CARTOON?

c HOW DO YOU THINK THE CHARACTER FEELS?

WHY?

3 HOW WOULD YOU FEEL IF SOMEONE SAID EACH OF THE FOLLOWING THINGS TO YOU? GIVE REASONS WHY YOU WOULD FEEL THIS WAY.

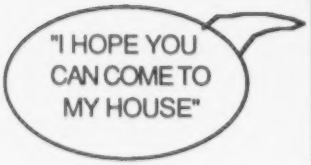


FEELINGS

REASONS

FEELINGS

REASONS



FEELINGS
REASONS

FEELINGS
REASONS

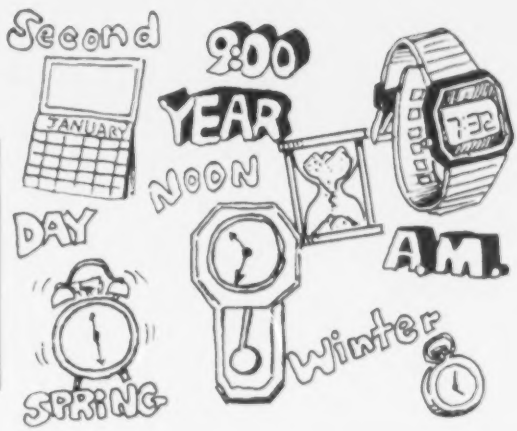
4 DESCRIBE A TIME WHEN YOU FELT LIKE A "NOBODY" AND SOMEONE SHOWED YOU THAT THEY CARED ABOUT YOU AND MADE YOU FEEL LIKE A "SOMEBODY".

8 SOMETIMES WE ACT IN A PARTICULAR WAY TO BE ACCEPTED BY OTHERS

LESSON TWO

1 a TELL WHAT TIME IT IS RIGHT NOW, USING AS MANY DIFFERENT WAYS AS YOU CAN.

-	-
-	-
-	-
-	-



b IF THE STUDENT BESIDE YOU ASKED YOU WHAT TIME IT WAS, WHAT WOULD YOU SAY?

c WHY WOULD YOU DESCRIBE THE TIME THIS WAY AND NOT IN SOME OTHER WAY?

2 ASK 5 STUDENTS WHAT THEY WOULD DO IN EACH SITUATION BELOW AND RECORD THEIR ANSWERS.

a EVERYONE IN THE CLASS IS GOING TO WEAR CLASS JACKETS TOMORROW. WHAT WOULD YOU WEAR?

b EVERYONE IN THE CLASS HAS LONG HAIR. HOW WOULD YOU WEAR YOUR HAIR?

c ALL YOUR FRIENDS COME TO SCHOOL AT TWO MINUTES TO NINE. WHAT TIME WOULD YOU COME?

d ALL YOUR FRIENDS SAY THAT "COKE IS GREAT". WHAT WOULD YOU SAY?

e BASED ON THE ANSWERS, SHADE IN THE NUMBER OF STUDENTS WHO WOULD WEAR JACKETS; HAVE LONG HAIR; COME TO SCHOOL AT TWO MINUTES TO NINE; WOULD SAY THAT "COKE IS GREAT".

	1 STUDENT	2 STUDENTS	3 STUDENTS	4 STUDENTS	5 STUDENTS
QUESTION a					
QUESTION b					
QUESTION c					
QUESTION d					

f DISCUSS THE RESULTS OF YOUR SURVEY.

g RECORD THE RESULTS.

10

JANET AND SARAH WENT TO THE STORE BECAUSE JANET WANTED TO BUY SOME TAPES AND SAID SHE NEEDED SARAH'S HELP. JANET PICKED OUT SEVERAL TAPES AND GAVE SOME OF THEM TO SARAH TO HOLD. SARAH SAID, "HOW ARE YOU GOING TO PAY FOR ALL THESE?" "I'M NOT," JANET REPLIED AS SHE TUCKED HER TAPES INTO HER COAT. "LET'S GO AND DON'T LET ME DOWN." "BUT, ..." JANET WAS ALREADY ON HER WAY OUT THE DOOR - WITH THE TAPES. SARAH WAS BOTHERED BY THE THEFT BUT JANET WAS HER VERY BEST FRIEND. QUICKLY SHE SHOVED THE TAPES IN HER COAT AND LEFT THE STORE.

3 a WHAT DID SARAH DO WHEN SHE SAW THAT HER BEST FRIEND, JANET, HAD STOLEN SOME TAPES?

b WHY DO YOU FEEL SHE DID THIS?

4 a TELL ABOUT A TIME WHEN YOU DID SOMETHING POSITIVE SO THAT YOU WOULD BE ACCEPTED BY OTHERS.

b TELL ABOUT A TIME WHEN YOU DID SOMETHING NEGATIVE SO THAT YOU WOULD BE ACCEPTED BY OTHERS.

5 a WRITE A DIARY PAGE ABOUT WHAT YOU DID YESTERDAY.

DIARY FOR	DATE
TIME	**ACTIVITES**
7-8am	
8-9am	
9-10am	
10-11am	
11-12am	
12-1pm	
1-2pm	
2-3pm	
3-4pm	
4-5pm	
5-6pm	
6-7pm	
7-8pm	
8-9pm	
9-10pm	

b UNDERLINE ALL THE THINGS YOU DID SO THAT YOU WOULD BE ACCEPTED BY OTHERS.

c DISCUSS YOUR FINDINGS.

12 SOMETIMES PEOPLE USE OUR NEED TO BE ACCEPTED TO MAKE US BEHAVE A CERTAIN WAY

LESSON THREE

1 a WORK IN GROUPS OF THREE.

TWO OF YOU WILL BE ROLE PLAYERS AND ONE WILL BE AN OBSERVER. ROLE-PLAY ONE OF THE SITUATIONS BELOW. ROLE PLAYER "A" SHOULD TRY TO MAKE ROLE PLAYER "B" BEHAVE THE WAY HE WANTS HIM TO. THE OBSERVER WILL KEEP TRACK OF WHAT THINGS ROLE PLAYER "A" DOES AND SAYS TO CONVINCE ROLE PLAYER "B" TO BEHAVE THIS WAY.

b SWITCH "JOBS" AND CHOOSE A SECOND SITUATION.

c SWITCH "JOBS" AGAIN AND CHOOSE A THIRD SITUATION.

SITUATION ONE

ROLE PLAYER "A" SANDY ROLE PLAYER "B" ROBERT

SANDY AND ROBERT ARE WALKING PAST THE POST OFFICE AT NIGHT. SANDY WANTS ROBERT TO HELP HIM BREAK SOME WINDOWS.

SITUATION TWO

ROLE PLAYER "A" TERRY ROLE PLAYER "B" MICHAEL

TERRY BOUGHT A BAG OF COOKIES AND HE FEELS "RIPPED OFF" BECAUSE THEY ARE ALL BROKEN. HE IS REALLY MAD AND THINKS THAT THAT IS UNFAIR AND THAT THE CO-OP DESERVES TO HAVE SOME PACKAGES TAKEN. HE WANTS MICHAEL, HIS BEST FRIEND, TO HELP HIM TAKE SOME PACKAGES FROM THE SHELF.

SITUATION THREE

ROLE PLAYER "A" ANGIE ROLE PLAYER "B" LISA

ANGIE IS A MEMBER OF A GROUP WHO SEEMS TO HAVE A LOT OF FUN ALL THE TIME. LISA IS VERY QUIET AND DOESN'T REALLY HAVE ANY FRIENDS. ONE SATURDAY AFTERNOON ANGIE ASKS LISA TO COME OVER TO HER HOUSE. SHE WANTS LISA TO "SNIFF GLUE" WITH HER.

SITUATION FOUR

ROLE PLAYER "A" MARGARET ROLE PLAYER "B" AMY

A GROUP OF SIX GIRLS FROM MARGARET'S AND AMY'S CLASS ARE GOING TO THE BINGO. MARGARET AND AMY WOULD REALLY LIKE TO GO ALONG BUT THEY DON'T HAVE ANY MONEY AND THEIR PARENTS ARE NOT AT HOME. AMY CHECKS AND FINDS THAT HER MOTHER HAS $10.00 IN HER JACKET POCKET. MARGARET WANTS HER TO TAKE IT.

SITUATION FIVE

ROLE PLAYER "A" IRENE ROLE PLAYER "B" MARY

MARY'S MOTHER HAS TOLD HER MANY TIMES THAT SHE SHOULD NOT GO TO THE GAME HALL. "THERE'S ALWAYS TROUBLE THERE," SHE SAYS. TONIGHT, A GROUP OF KIDS IS MEETING THERE TO SPEND THE EVENING TOGETHER. IRENE, MARY'S BEST FRIEND, IS GOING AND VERY MUCH WANTS MARY TO GO AS WELL.

2 WHAT DID ROLE PLAYER "A" DO TO TRY TO MAKE ROLE PLAYER "B" BEHAVE IN A CERTAIN WAY IN THREE OF THE SITUATIONS YOU CHOSE.

SITUATION _____

SITUATION _____

SITUATION _____

3 FOR EACH SITUATION, EXPLAIN WHY ROLE PLAYER "B" MIGHT DO WHAT ROLE PLAYER "A" ASKED HIM/HER TO.

SITUATION _____

SITUATION _____

SITUATION _____

4 a TELL ABOUT A TIME WHEN SOMEONE USED THE FACT THAT YOU WANTED TO BE ACCEPTED TO TRY TO MAKE YOU BEHAVE IN A CERTAIN WAY.

b WHAT METHODS WERE USED TO TRY TO CONVINCE YOU TO BEHAVE IN THIS WAY?

c WHAT DECISIONS DID YOU MAKE IN THIS SITUATION?

WHY?

LESSON FOUR

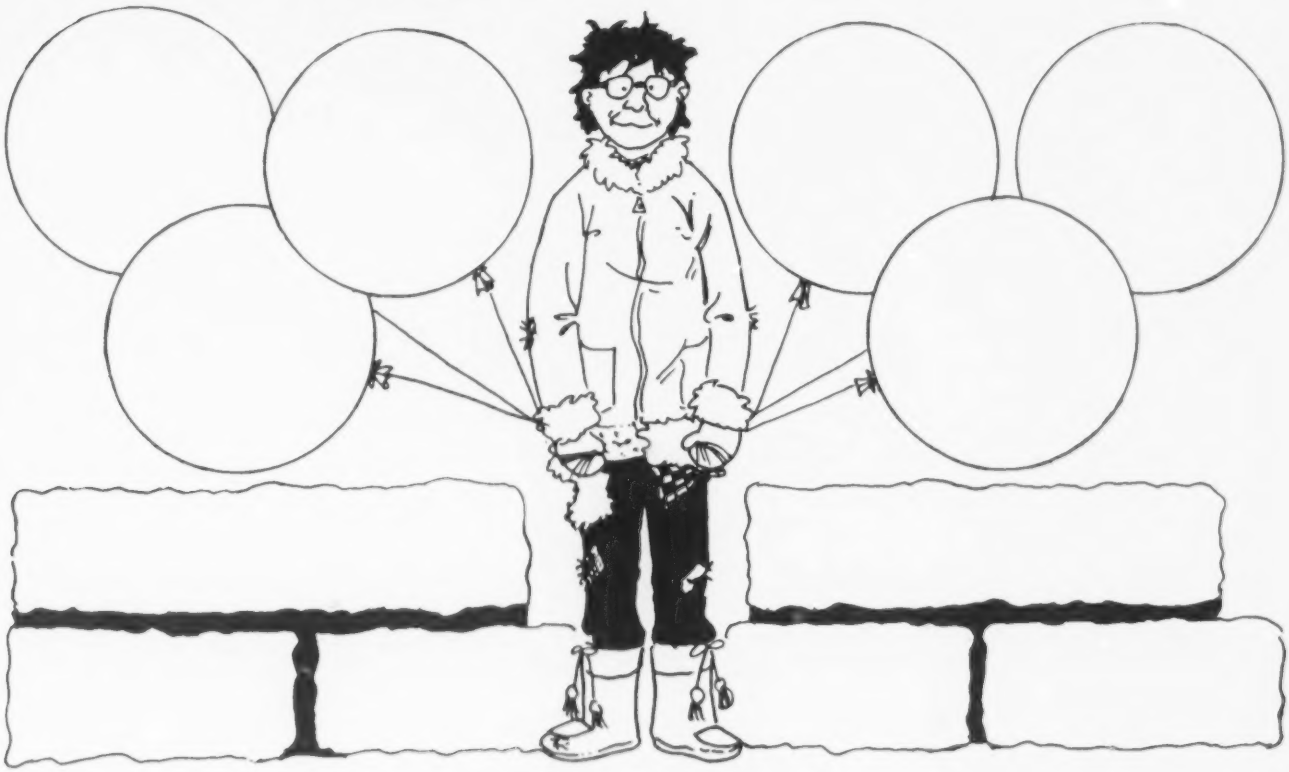
PEOPLE MIGHT NOT ACCEPT US, EVEN IF WE DO WHAT WE THINK THEY WANT US TO

15

1a ERIC IS A FIFTEEN YEAR OLD BOY IN COP. HE REALLY WANTS TO BE ACCEPTED BY THE OTHER STUDENTS IN HIS CLASS.

IN THE BALLOONS BELOW, LIST ALL THE THINGS ERIC MIGHT DO BECAUSE HE THINKS OTHER STUDENTS IN HIS CLASS WANT HIM TO DO THEM.

IN THE BLOCKS BELOW, LIST ALL THE THINGS ABOUT ERIC THAT OTHER STUDENTS IN THE CLASS MIGHT NOT LIKE.



b IF ERIC DOES EVERYTHING HE THINKS HIS CLASSMATES WANT HIM TO, WILL HE BE ACCEPTED BY THEM?

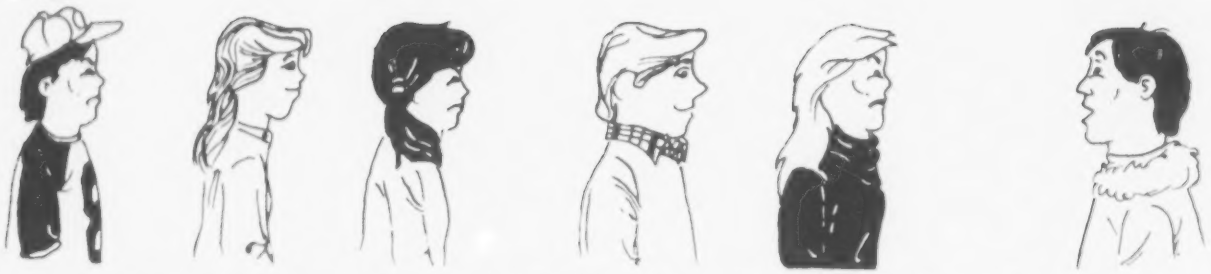
☐ YES

☐ NO

☐ NOT SURE

REASONS

16



YOU CAN PLEASE ALL OF THE PEOPLE SOME OF THE TIME,
YOU CAN PLEASE SOME OF THE PEOPLE ALL OF THE TIME,
BUT YOU CAN'T PLEASE ALL OF THE PEOPLE ALL OF THE TIME.

c ERIC'S DAD ASKED HIM TO THINK ABOUT THIS SAYING. EXPLAIN WHAT ERIC CAN LEARN FROM THE SAYING.

2 FILL IN THE BLANKS WITH YOUR CHOICE OF THE KEY WORDS. ADDITIONAL PAPER CAN BE GIVEN FOR YOU TO HAVE MORE PRACTICE .

WILL/WON'T BE ACCEPTED

GETS A COP JACKET
LEAVES THE DANCE EARLY
GOES TO THE BINGO

GETS A SKIDOO
LENDS HIS SKIDOO

WILL ERIC BE ACCEPTED IF HE _____?
ERIC _____ BECAUSE _____.

WILL ERIC BE ACCEPTED IF HE _____?
ERIC _____ BECAUSE _____.

WILL ERIC BE ACCEPTED IF HE _____?
ERIC _____ BECAUSE _____.

3 USE THE WORDS BELOW TO HELP YOU WRITE A SHORT STORY WHICH SHOWS THAT EVEN WHEN WE DO WHAT OTHERS WANT US TO IT DOESN'T NECESSARILY MEAN THAT THEY WILL ACCEPT US.

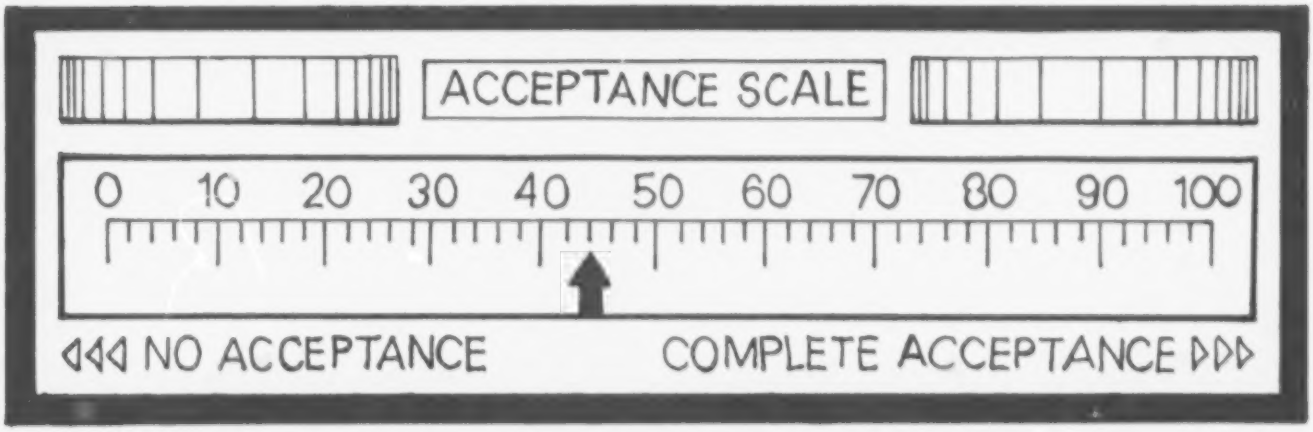
STORE
NO
TRUCK
FRIENDS
SHOPLIFTED
LAUGH
LIED
CAUGHT
IGNORE
ARGUE
TAKE IT

4 TELL ABOUT A TIME WHEN YOU DID SOMETHING BECAUSE YOU THOUGHT SOMEONE ELSE WANTED YOU TO, BUT AFTER YOU DID IT, YOU STILL WEREN'T ACCEPTED.

18 PEOPLE WHO ACCEPT US ONLY BECAUSE WE DO WHAT THEY WANT US TO, DON'T REALLY ACCEPT US

LESSON FIVE

TRUE ACCEPTANCE IS BASED ON RESPECT AND CARING



1 USE THE ACCEPTANCE SCALE TO SHOW HOW MUCH YOU FEEL THERESA IS BEING ACCEPTED IN EACH OF THE FOLLOWING SITUATIONS.

SITUATION	ACCEPTANCE RATING	REASONS
THERESA SWEARS AT HER MOTHER AND RUNS TO HER ROOM. HER MOTHER GOES TO THERESA'S ROOM ONE HALF HOUR LATER AND TELLS THERESA SHE LOVES HER.		
THERESA INVITES SUSY TO COME TO HER PARTY. SUSY LAUGHS AND SAYS, "I RATHER GO TO JOAMIE'S, HE HAS A BETTER STEREO."		
ELIZABETH TELLS THERESA SHE CAN COME FISHING WITH HER IF SHE BRINGS THE FOOD AND BEER.		
ANNIE, WHO SAYS SHE IS THERESA'S BEST FRIEND AND SPENDS A LOT OF TIME WITH HER, MAKES FUN OF THERESA'S HANDICAPPED BROTHER WHEN THERESA IS NOT AROUND.		

SITUATION	ACCEPTANCE RATING	REASONS
THERESA IS SICK. INSTEAD OF GOING TO THE BINGO WITH THE REST OF THE KIDS, JENNY COMES TO VISIT HER.		
THERESA'S FAMILY IS WHITE. THE KIDS AT SCHOOL ARE ALL TELLING "WHITE" JOKES. LORI ALWAYS LAUGHS AT THE JOKES EXCEPT WHEN THERESA IS AROUND.		
THERESA WAS CAUGHT STEALING AT THE CO-OP. JOSEPH TELLS THERESA HOW DISAPPOINTED HE IS IN HER AND ASKS IF THERE IS ANYTHING HE CAN DO TO HELP HER FEEL BETTER.		

2 a IF PEOPLE REALLY ACCEPT YOU, HOW MIGHT THEY ACT TOWARDS YOU?

b IF PEOPLE REALLY ACCEPT YOU, HOW WOULD THEY NOT ACT TOWARDS YOU?

3 a LIST FIVE FRIENDS OR FAMILY MEMBERS. USE THE ACCEPTANCE SCALE TO SHOW HOW MUCH YOU FEEL THEY "REALLY" ACCEPT YOU.

FRIEND/FAMIILY	ACCEPTANCE RATING

b WHAT HAVE YOU LEARNED FROM DOING PART (a) OF THIS QUESTION?

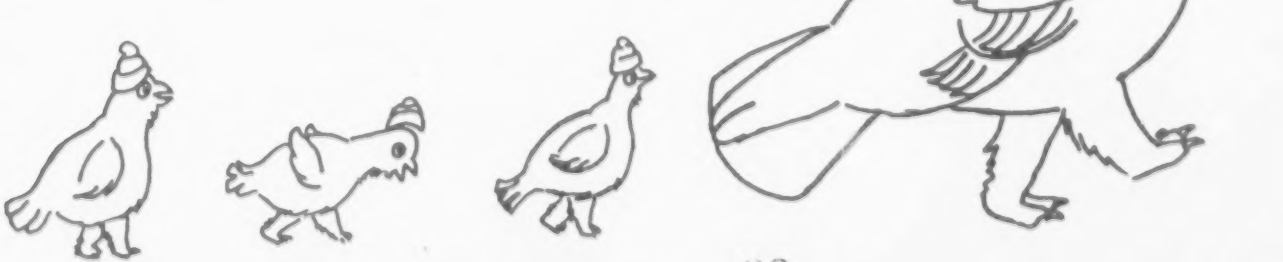
c WHAT THINGS MIGHT YOU DO NOW BECAUSE OF WHAT YOU HAVE LEARNED?

LESSON SIX

OUR CHOICE OF FRIENDS IS VERY IMPORTANT

21

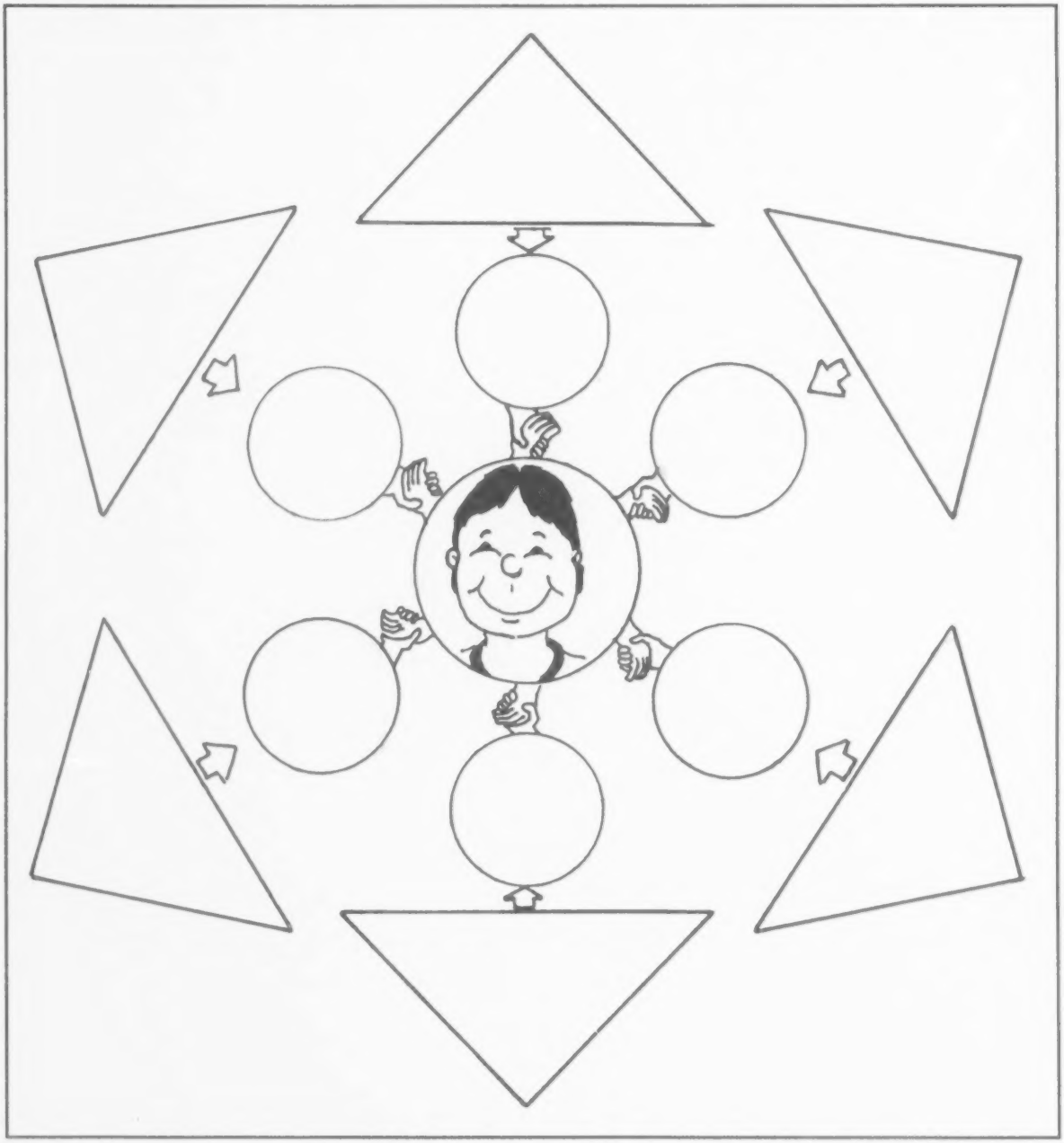
1 WHAT DO EACH OF THE FOLLOWING SAYINGS OR PICTURES TELL ABOUT FRIENDSHIP?



22

BIRDS OF A FEATHER FLOCK TOGETHER

2 a IN EACH CIRCLE, WRITE THE NAME OF ONE OF YOUR FRIENDS OR FAMILY MEMBERS.



b IN EACH TRIANGLE, WRITE ONE WAY IN WHICH THE PERSON IN THE MATCHING CIRCLE HAS INFLUENCED YOU.

24

MARIA WAS RIDING HER THREE WHEELER ALONG THE ROAD WHEN SHE SAW HER NEXT DOOR NEIGHBOUR DRIVING HIS NEW TRUCK. AS THE NEIGHBOUR WAVED AT HER, HIS TRUCK SWERVED AND HIT A SKIDOO THAT WAS ON THE SIDE OF THE ROAD. THE NEIGHBOUR DIDN'T STOP SO MARIA DIDN'T EITHER. LATER SHE GOT A PHONE CALL FROM THE RCMP. SOMEONE HAD SEEN HER ATTHE SCENE OF THE ACCIDENT AND THE RCMP WONDERED IF SHE KNEW WHO HAD HIT THE SKIDOO. THE NEIGHBOUR'S DAUGHTER WAS MARIA'S BEST FRIEND AND MARIA KNEW THAT IF SHE SAID ANYTHING TO THE RCMP, HER FRIEND WOULD NOT TALK TO HER.

3 a WHAT DO YOU THINK MARIA'S FRIEND WAS LIKE?

b HOW DID MARIA'S CHOICE OF FRIENDS INFLUENCE HER IN THIS STORY?

c IF MARIA'S FRIEND HAD BEEN A DIFFERENT TYPE OF PERSON WHAT DECISION MIGHT MARIA HAVE MADE IN THIS SITUATION?

d GIVE REASONS WHY OUR CHOICE OF FRIENDS IS VERY IMPORTANT.

LESSON SEVEN

YOU ARE YOUR OWN BEST FRIEND. YOU HAVE TO LIVE WITH AND ACCEPT YOURSELF

25

1 a FOR EACH SITUATION LIST THE CONSEQUENCES.

YOUR FRIENDS CONVINCE YOU TO "SNIFF GLUE"

CONSEQUENCES

YOUR FRIENDS CONVINCE YOU TO STEAL FROM THE STORE

CONSEQUENCES

YOUR FRIENDS CONVINCE YOU TO MAKE FUN OF A HANDICAPPED CHILD

CONSEQUENCES

YOUR FRIENDS CONVINCE YOU TO LIE TO YOUR PARENTS

CONSEQUENCES

b PUT A CHECK MARK (✓) BESIDE ALL THE CONSEQUENCES WHICH INFLUENCE YOU MORE THAN ANYONE ELSE.

2 HOW WOULD YOU FEEL ABOUT YOURSELF IF YOU.....

PUT DOWN A CLASSMATE?
WERE CAUGHT STEALING?
CHEATED IN A GAME?
WERE CAUGHT BREAKING A WINDOW ON PURPOSE?

26

ALONE

HOW
CAN I FEEL ALONE
WHILE
I SIT IN THE MIDDLE SEAT
ON
THE MIDDLE BENCH IN THE GYM?

3

a EXPLAIN WHY MARY JANE COULD FEEL ALONE IN THIS SITUATION.

b WRITE YOUR OWN ENDING FOR THE FIRST PART OF THE POEM.

HOW
CAN I FEEL ALONE
WHILE

4 TELL ABOUT A TIME WHEN YOUR FRIENDS TRIED TO CONVINCE YOU TO DO SOMETHING BUT YOU WERE YOUR OWN BEST FRIEND AND CONVINCED YOURSELF NOT TO.

5 EXPLAIN THE FOLLOWING SAYING.

TO THINE OWN SELF BE TRUE